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This manual has been designed by the Bureau of Continuing Education Curriculum Development of the New York State Department of Education to provide teachers with suggested lesson plans in practical government. Each lesson contains background materials for the teacher, offering specific information on the subject of the lesson plans, aims of the lesson, development of understandings, and two student worksheets. As the main component of a packet of instructional materials, (including filmstrips and flipcharts), this publication constitutes the core of materials to use with students in adult basic education. Free copies of the document are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224. (author/ly)

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PRACTICAL GOVERNMENT

LESSON PLANS

adult basic education

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

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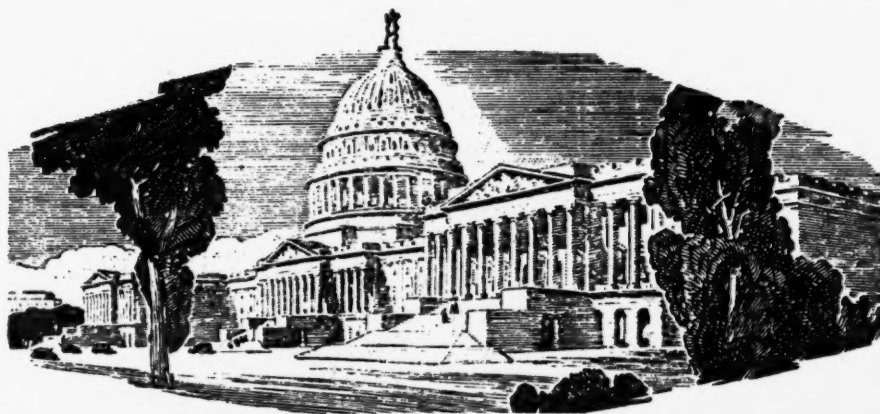
LESSON PLAN MANUAL



a

Series of Lesson Plans and Worksheets

on



PRACTICAL GOVERNMENT



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
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PREFACE



We release these suggested lesson plans in adult basic education to the schools with a particular sense of pride. They represent an important element in the Department's new and original materials in adult basic education, designed to teach the social living skills. Teachers will find a rich resource in the four packets which contain these lesson plans along with related filmstrips and flipcharts, each with a separate teacher's manual; student worksheets for the illiterate and the beginning reader; and plastic recordings which enable the students to "take the lessons home" and play them for the family.

As the committees listed in this publication indicate, extensive advice was sought by the Department in the choice of subject matter and the planning of the content and approaches for teaching these materials. In addition, nationally-known experts worked on their preparation and the validation of technical accuracy.

This Department is striving to provide appropriate materials of quality for the education of students in adult basic education programs. Your use of these materials should help to interest students in continued learning and should provide them with valuable practical information for daily living.

A handwritten signature in cursive script that reads "Walter Crewson".

WALTER CREWSON
Associate Commissioner for
Elementary, Secondary and
Continuing Education

FOREWORD



This manual has been designed to provide teachers with suggested lesson plans in the area of practical government. Each lesson contains background material for the teacher, offering specific information on the subject of the lesson plan, aims of the lesson; development of understandings; and two student worksheets. Discussion questions are suggested throughout the lessons to encourage the greatest possible student involvement. This publication is the main component of a packet of materials on practical government and constitutes the central core of materials to use in teaching students in adult basic education. Additional elements in the packet are flipcharts and filmstrips, each with its accompanying teacher's manual. This Bureau also plans to produce inexpensive phonograph disks related to the lesson plans which the student may take home and play to share the information learned with the family. Similar packets are now available to help teachers of adult basic education in the areas of consumer education, health and nutrition, and parent education and family life.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Doris M. John, Parent-Teacher Association Coordinator, New York City Public Schools; David Beetle, Special Correspondent, Gannett News Services (Education Department consultant and writer on practical government); and Gladys E. Alesi, Director, Related Education, Better Essential Skills Training Program, for preparing the manuscript for the lesson plans. George E. Bunch, Instructor, Russell Sage College and Eric Foner, doctoral candidate, Columbia University, contributed to the background materials. Joan E. Chertok, Principal, Adult Basic Education, Yonkers Public Schools and Orell A. York, Executive Director, New York State Municipal Police Training Council, Office of Local Government, assisted during the planning stage. Mary C. McDonald, Assistant Director, Bureau of Community Education, Fundamental Adult Education Program, New York City Public Schools, worked with this Bureau and the consultants on the planning of all materials for the adult basic packets.

Special appreciation is extended to the Office of the Honorable Louis J. Lefkowitz, Attorney General of the State of New York, and to Assistant Attorney General Herbert H. Smith, for continued guidance and valuable assistance with the technical accuracy of the material.

Further acknowledgment is given to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, and the following members of his staff who reviewed the materials and made valuable suggestions which were incorporated into the manuscript: Joseph A. Mangano, Lois A. Matheson, and Harvey Johnson.

Gratitude is also extended to Nida E. Thomas, Associate Administrator, Division of Intercultural Relations, who serves as consultant to this Bureau on all adult basic materials being developed. Dr. Rowland J. Pulling, former Director of the Division of Continuing Education, made many important contributions to the early plans for this series of publications. Dr. Robert A. Passy, Chief, Bureau of Pupil Testing and Advisory Services, worked on the early stages of this project as a former Associate in this Bureau.

The art work was performed by Earl Hill, De Witt Clinton High School, New York and John Bischof, Albany High School. Construction of the worksheets and the editing and preparation of the manuscript for printing was executed by the undersigned.

Herbert Bothamley, Chief
Bureau of Continuing
Education Curriculum Development

William E. Young, Director
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ACKNOWLEDGMENT TO ADVISORY COMMITTEES



Appreciation is expressed to the individual members of the following committees for their significant contributions to the planning and development of this curriculum project. The dates shown indicate the days the meetings were held.

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INTRODUCTION



The packets for adult basic education described in the *Foreword* have been designed in terms of the recommendations of the advisory committees. The 10 lesson plans in this manual are:

- You and Your Community Group
- You and the Special Services in Your Community
- Solving Community Problems Through Community Action
- Nonpartisan Citizen Information Groups
- Voter Registration
- The Voting Process
- You and Your Local Government
- You and Your Federal Government
- Where Federal and State Authority Meet
- You, Your Rights, and Your Responsibilities

Emphasis in the lesson plans has been placed upon the role of community action and the need for increased participation in local politics in the growth and preservation of American democracy. Students are introduced to the services which are available to them through their local, State, and Federal governments in such areas as medicine, law, and welfare. Becoming informed citizens through the work of nonpartisan groups in the community is stressed. The processes of registering and voting are studied in terms of actual procedures. The structures and functions of local, State, and Federal governments are explored and their relationships examined.

These materials have been prepared with the hope of assisting teachers of adult basic education and thereby attracting the interest and concern of adult students with the problems of practical government.

Alfred T. Houghton, Chief
Bureau of Basic Continuing Education

TO THE TEACHER



It is our hope that these new materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes. We are genuinely interested in receiving your reactions to the materials appearing in this publication, which represents a breakthrough in the production of this type of curriculum document for use in teaching adults.

As you use these materials, you can make a significant contribution to the advancement of the project if you record your reactions and suggestions on the evaluation sheet found at the end of the booklet. We are interested in learning which portions of the packets you have been able to teach successfully, as well as those which you find difficult to carry out to a satisfactory conclusion. We should also appreciate receiving your ideas for additional activities which might be incorporated and for evaluation techniques which you used with success.

Your comments, suggestions, and evaluation will be reviewed and studied with the utmost care and then utilized in the revision and preparation of an expanded edition of these materials. All evaluation sheets and other suggestions should be sent to Herbert Bothamley, Chief, Bureau of Continuing Education Curriculum Development at the Department.

WARREN W. KNOX
Assistant Commissioner for
Instructional Services
(General Education)

YOU AND YOUR COMMUNITY GROUP

Background Material for the Teacher

The election process is a guarantee that the freedoms gained as a result of the Revolutionary War of 1776 will remain a part of our way of life. Grassroots democracy, which is the involvement of the citizen at the local level, keeps America strong and free. Citizens must participate in politics at the community level because the strength of a democracy is centered there.

People working together get a lot of mileage out of their work if their efforts are pooled for the benefit of the group. The amount of fuel used is what keeps the fire burning. Fuel in the community is the human effort the community has at its disposal. An individual's willingness to give his time and energy for the benefit of his political party keeps the flame of democracy burning.

In a democracy the people have a voice in government. They can expect that voice to be listened to if it is directed at a problem affecting the entire group. Inadequate schools, for example, is a community problem. Brain-damaged children, physically handicapped children, and underprivileged children must have equal opportunity for education. Concerned citizens outside of the school should demand that adequate educational facilities be made available for all children in the neighborhood. Just as the founding fathers of America were concerned about "taxation without representation," so must community groups be concerned about the presence of unfair practices and inferior conditions in their community.

How citizens live in a community depends on the cooperation among residents as expressed through community action. How willing are you and your neighbor to translate your interest into action by becoming actively engaged in the political life of your community?

Suggested Lesson Plan

Aims

- To acquaint students with ways of increasing participation at the community level
- To associate community action with the growth of American democracy

Motivation

Present the following situation to the class.

Suppose that you go to your local library tonight and find a sign like this on the door: *THIS BRANCH LIBRARY HAS MOVED TO 10 STATE STREET.* (Make a sign containing the information or place it on the chalkboard.)

Suppose, further, that 10 State Street is quite a distance away, not in your neighborhood at all, and when you ask why the library has been moved, you are told that the library has not been used sufficiently to justify keeping it in your neighborhood.

Develop a discussion based on the questions that follow:

- What do you do next? Why?
- How can you be most effective in having your efforts count?
- Who can help you in your action? How?

Development

Develop the following understandings through class discussion and ask the students to give examples that illustrate each understanding.

- More can be accomplished through group effort than working alone.
- A community group may be formed to solve one urgent need and then go on to tackle other problems as they emerge.
- A community group is strong only if it relates to real problems.
- A community group is strong only if it involves all levels of community life.
- Democracy depends upon majority rule.
- A democracy will falter if the majority of citizens do not participate.
- Grassroots democracy begins at the lowest level and is the basis of our national strength and freedom.

At this point in the lesson, the teacher may wish to divide the class into small buzz-session groups and assign one of the following questions to each group. Each group could then report the results of its discussion to the class.

- When is a community group effective? (*When it arrives at a solution to a problem that is of concern to a large number of the members of the community.*)
- Why are community groups essential to our democratic way of life? (*They provide a means of communication between the people and their government.*)

- What do we mean by grassroots democracy? (*Going back to the people for their reactions rather than the party leaders.*)
- How could you get community action going on a specific problem in your neighborhood. (*Locate others who share your concern over a community problem, form study groups, organize groups that will make personal contacts in the community to communicate the problem and seek active support.*)

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin the discussion. Extend the discussion through the use of further questions:

- Is there a need for an action committee in your community? Why?
- What type of action committee is needed in your community?
- What is meant by "majority rule?"
- What is meant by "rights of the minority?"

Worksheet B is for those who are capable of using it, and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answer on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *You and Your Community Group*

HOW CAN SHE GET ACTION ON HER COMPLAINT?



NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *You and Your Community Group*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. GRASS ROOTS DEMOCRACY KEEPS AMERICA:

- ☐ Strong and free
- ☐ From holding on to freedoms
- ☐ Weak and dependent

2. PEOPLE ACCOMPLISH MORE FOR THEIR COMMUNITY IF THEY:

- ☐ Work alone
- ☐ Pool their efforts
- ☐ Argue among themselves all the time

3. COMMUNITY GROUPS MUST BE CONCERNED MOST ABOUT:

- ☐ Mail deliveries in the community
- ☐ Relationships between neighbors
- ☐ Unfair practices in the community

4. IF THE MAJORITY OF CITIZENS DO NOT PARTICIPATE IN COMMUNITY ACTION OF SOME TYPE, DEMOCRACY WILL:

- ☐ Spread fast within the community
- ☐ Become strong and lasting
- ☐ Falter and grow weak

5. A COMMUNITY GROUP IS STRONG WHEN:

- ☐ It involves all levels of community life
- ☐ It involves only one level of community life
- ☐ It involves only experts from outside of community life

YOU AND THE SPECIAL SERVICES IN YOUR COMMUNITY

Background Material for the Teacher

The general services provided by our Federal, State, and local governments include such things as libraries, parks, and police and fire protection. There are also "special services" provided for certain persons or groups of persons within the community. The different government bodies have set up special agencies to provide for the poor, the unemployed, the sick, and the aged. These special services are available to all citizens, regardless of race, color, or creed if the need exists. There are also private groups providing special services.

Welfare

The basis of welfare is that the individual is important. Thus if he is unable to compete in society because of his sickness, his poverty, or his ignorance, there is money available to help him get well, relieve his hunger, or educate him so that he can compete.

New York State and its cities have set up welfare programs to provide funds and services to the neediest members of the community. Money comes from Federal, State, and local governments to aid the unemployed, give assistance to dependent children, provide free medical treatment to the poor, and establish job training and placement programs for the uneducated. A welfare department can often iron out family difficulties because its caseworkers have training in this area. Many cities have set up day-care centers for children so that their mothers can work. Such programs undertaken by local communities are overseen by the New York State Department of Social Welfare, which also provides many social services for the needy in the State.

Medical Care

For the people who cannot afford medical care, many cities provide clinics offering free medical and dental services. The New York State Department of Health oversees such services and provides others of its own. For example, the State has set up a program called Medicaid to pay for the medical expenses of families whose incomes are too low to absorb the cost of medical bills. Help for the mentally ill or handicapped is provided at the State level and sometimes at the local level. Additionally the Federal Government through its Medicare program meets hospital expenses of citizens over 65 and certain groups, such as veterans, receive all medical care free from the Federal Government.

In addition to these government services, there are private, nonprofit organizations which provide information and advice concerning specific diseases. Anyone seeking information about cancer, tuberculosis, diabetes, epilepsy, or any other diseases can obtain it from the society dealing with the prevention and cure of that illness. There are also organizations like Alcoholics Anonymous which deal with the problems of alcoholism and help those who desire to be cured of alcoholism. Local hospitals (as well as State Hospitals) and some private institutions provide free treatment to those suffering from drug addiction. And groups such as Planned Parenthood distribute information and advice about birth control and family planning.

The Disabled and Aged

Both public and private organizations provide for citizens who require special services because they cannot take care of themselves. Many religious groups run old-age homes and recreation centers for the aged. Or they may provide home nursing. The New York State Employment Service has a division especially devoted to training and placing the aged in jobs they can perform. In addition local and State welfare organizations, as well as the United States Department of Health, Education and Welfare, provide financial assistance to the aged. The blind receive special welfare benefits and special schooling and vocational training, supervised by the Commission for the Blind in the State Department of Social Welfare. Those who have become disabled on the job receive special workmen's compensation payments. And there are special centers which train the disabled and handicapped for future employment.

Legal Services

Many citizens in need of a lawyer are unable to afford one. The names of organizations providing free legal help in your community can be obtained from the National Legal Aid and Defender Association in Chicago, Illinois. In New York City the Legal Aid Society gives legal help in cases ranging from landlord-tenant disputes to criminal charges. There is only a nominal charge for people who can prove financial need. If one's constitutional rights are violated, he may receive help from the Civil Liberties Union. And the Office of Economic Opportunity provides help in civil matters but not criminal cases.

Citizens faced with discrimination in housing, employment, or other areas because of their race, religion, or national origin can turn to the Commission on Human Rights in New York City. The Commission encourages mutual understanding among various racial and ethnic groups and enforces the fair housing law forbidding housing discrimination. The State Commission on Human Rights performs similar functions in other areas of the State.

Sometimes it is difficult for a citizen to know exactly where to go when he is in need of a special service. An inquiry at city hall or a letter to an appropriate State agency is the best way of finding out about these services. There are also organizations specializing in advising citizens about how and where to obtain special services. In New York City the Community Council of Greater New York does this job. Smaller communities may have similar agencies acting as a clearing house on available help.

Suggested Lesson Plan

Aims

- To acquaint students with some of the special services available to them as residents of New York State
- To guide students in the use of health and welfare services in their communities

Motivation

Present the following problem to the class for their consideration and help: *An elderly person is experiencing problems that she cannot handle. She tells you that she has no living relatives and cannot take care of herself. You want to help her but what can you do?*

Now ask the class to respond to the following:

- What kinds of problems might this elderly person be experiencing?
- What agencies might be able to assist her?
- How can you show an active interest in helping her?
- How can you get agencies to assist her?

Development

Distribute a list you have either compiled yourself or one that you have secured from a government agency about how and where to get the help of agencies in your locality. A partial list of such services include:

<i>aged</i>	<i>handicapped</i>	<i>tenant aid</i>
<i>alcoholism</i>	<i>housing violations</i>	<i>unmarried mothers</i>
<i>antipoverty</i>	<i>legal aid</i>	<i>venereal disease</i>
<i>cancer</i>	<i>poison control</i>	<i>veterans</i>
<i>day care</i>	<i>rehabilitation</i>	<i>welfare and health services</i>

The booklet *How to Secure Help for Those Who Need It* is issued jointly by Community Council of Greater New York and United Medical Service, Inc. Greater New York's Blue Shield. Other communities may also produce such a booklet—you may wish to check your own.

Ask the students for the appropriate information on an agency (or agencies) that can help the needy person. Arrange the information volunteered by the students on the chalkboard as:

<i>Problem</i>	<i>Agency</i>	<i>Address</i>
1. The need for nursing services	Community Council of Greater New York	225 Park Avenue, South New York 10003

2. Having trouble with
her landlord

Tenant Aid
Department of
Relocation

2 Lafayette Street
New York 10007

3. _____

4. _____

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustration. Then read the lead questions with them to begin the discussion. Develop the discussion further with such questions as:

- Who pays for the special services offered in your community?
- How can you help a special service organization in your community?

Worksheet B is for those who are capable of using it, and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *You and the Special Services in Your Community*

WHAT SERVICES ARE AVAILABLE IN YOUR COMMUNITY?



HOW CAN THEY BE OBTAINED?

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *You and the Special Services in Your Community*

Instructions: Read the following and put a check in the box to indicate the correct choice.

1. THE MEDICARE PROGRAM:

- ☐ Is a local program
- ☐ Is a State program
- ☐ Is a Federal program

2. SPECIAL PROGRAMS FOR THE DISABLED AND AGED:

- ☐ Are provided by private and public organizations
- ☐ Are provided by private organizations only
- ☐ Are provided by public organizations only

3. WHEN YOU NEED TO KNOW ABOUT SPECIAL SERVICES:

- ☐ Inquire at the State Employment Service
- ☐ Inquire at City Hall
- ☐ Inquire at a day-care center

4. THE CIVIL LIBERTIES UNION IS CONCERNED ABOUT:

- ☐ A citizen's constitutional rights
- ☐ Old-age homes for the needy
- ☐ Planned parenthood

5. WHICH OF THE FOLLOWING IS TRUE?

- ☐ The Welfare Department has case workers who assist with family difficulties.
- ☐ The Cancer Society is a part of the Federal Government.
- ☐ The Legal Aid Society charges a service fee.

SOLVING COMMUNITY PROBLEMS THROUGH COMMUNITY ACTION

Background Material for the Teacher

People often face common problems relating to community services--or to a lack of such services. Housing, education, police protection, and sanitation account for some of them. There are many others and they affect all of the residents of a particular place. At one time or another every community has run into such problems.

What can be done about them? Many might be solved with the help of local, State, or Federal agencies. But they have to be brought to somebody's attention. The answer lies in group action within the community.

Community Action in Housing

In a typical example of community action in housing, a group of residents in one building may successfully prosecute a violation of health and safety regulations by their landlord. Some of the group might complain individually to the landlord but chances are that the action of a group of citizens united in common goals can be more effective. The group might form a tenants' council, elect officers, and draw up a list of grievances with the assistance of other organizations in the area, such as church or civil rights organizations.

By building a spirit of cooperation and joint action, tenants' councils and building associations help break down the isolation which many residents feel. Once a council is formed, it may arrange a meeting with the landlord and present its complaints. If the landlord merely shrugs and smiles without doing anything concrete, the group can then complain to the existing government agencies enforcing building codes. A meeting at city hall, at a local planning commission, or with the commissioner of buildings can be arranged. The group can also arrange for the newspapers to cover their activities and thus try to enlist public opinion on their side. And they can turn to the Federal Government for financial assistance through the Anti-poverty Program.

In New York City rent strikes, which in the past were against the law, have been legalized in certain circumstances. A rent strike can go on with the permission of a judge. One-third of the tenants in a building can petition the judge to place their rent into a building fund. The rent will still be paid, but until the judge is satisfied that the housing meets city standards, the rent goes into improvements of the building. The landlord does not receive the rent money.

Other Areas for Community Action

Housing, of course, is only one of the community problems which can be solved through community action. Adequate education is another. Community groups can be created to press for improvements in schools and to set up adult education centers, tutorial programs, and recreational and vocational training centers. Representatives can be sent to the board of education or the mayor. Again, local residents must play an important part in starting and keeping the action groups going.

There are also groups which deal with a community's long-range development plans. Here, too, local residents must participate, for it is they who are directly involved with a community's problems. Plans for area development and renewal can be drawn up. Ideas for attracting jobs to an area and aiding businesses already there can be discussed. Regular meetings should be held with local city planning boards or with the mayor's office of city planning. Too often in the past renewal plans have been drawn up for a community by governmental agencies with little or no attempt to involve the residents themselves in policy-making processes. When this is the case, it is because members of the community have not formed such a planning group of their own.

Community action groups can reach their goals by creating a spirit of cooperation among the members of the community. It is then easier to gain the support of government and the press. In a successful project the residents themselves take many of the leadership roles and do much of the organizing work. Labor, church, business, and civic groups should all be consulted. Students may be enlisted to help. But only the enthusiastic participation of the community itself can make a program successful. Only through a community action group can the common problems of the community be solved and its aims realized.

Suggested Lesson Plan

Aims

- To show that organizing a community helps it become a better community
- To familiarize the students with some of the basic steps involved in developing a community action group

Motivation

Ask the class to name some problems in their communities that might be solved by getting people to work together. List these on the chalkboard. After the class has suggested a list of five or six, ask the students to outline an approach for forming an action group that could work effectively in solving the problem. In outlining the approach include the answers to the following:

- What is the problem?
- Who is affected by the problem?
- How are they affected by the problem?
- Who could most easily solve the problem?
- Who would be most interested in helping solve the problem?
- How can these people be contacted?
- What information should be given to those who might help?
- Once those who are interested have been contacted, how may they be brought together to form an organized group?
- How can an organized meeting be conducted?
- What guidelines should be set up to determine the goals of the action group?

Development

Enlist the assistance of the person in charge of the adult education program in securing a speaker to come to class and take part in a discussion on the topic "How to Start a Community Action Group." Usually there is a local organization such as the Civic Housing Association which would be happy to provide a speaker. A person serving on the advisory committee for the local adult education program might also assist in locating a speaker.

The teacher may wish to have the class assist in writing the letter of invitation once the identity of the speaker has been made. Develop the areas with which the speaker should be oriented, such as:

- Some typical problems that his organization has worked on
- How his organization has helped form action groups
- Problems involved in forming community action groups
- How his organization provides services to community groups

After the general presentation ask the guest speaker to participate with the class in working out the line of action needed to solve the following problem through community action.

The owner of a piece of property in the neighborhood has allowed a number of abandoned cars to remain there for a long period of time. Recently, children have been playing in the cars, starting fires, and two were rather seriously hurt. The parents of the boys who were hurt talked with the owner about the problem, but he indicated to them that nothing could be done about it. Since then other parents have become concerned, and a group of about 16 people are now seeking a solution. What should they do?

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin a discussion.

Worksheet B is for those who are capable of using it.

The worksheets may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to organize and present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Solving Problems Through Community Action*

WHAT PROBLEMS DO YOU HAVE
IN YOUR COMMUNITY ?



WHAT CAN A COMMUNITY ACTION
GROUP DO FOR YOU ?

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Solving Problems Through Community Action*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. LOCAL SERVICES IN A COMMUNITY CAN BE IMPROVED BY:

- ☐ Writing to the President
- ☐ Action of the board of education
- ☐ Organizing the community into action groups

2. WHICH OF THE FOLLOWING IS TRUE?

- ☐ In union there is strength.
- ☐ People never have common problems.
- ☐ Cooperation leads to failure.

3. WHICH OF THE FOLLOWING IS FALSE?

- ☐ The solution to community problems lies in group action.
- ☐ Cooperation among action groups in a community leads to confusion.
- ☐ Residents should involve themselves in policy-making processes.

4. PUBLIC OPINION MAY BE WON OVER TO THE SIDE OF ACTION GROUPS THROUGH:

- ☐ Attack on minority groups
- ☐ Newspaper coverage
- ☐ Congressional action

5. WHICH IS MOST IMPORTANT TO THE SUCCESS OF COMMUNITY ACTION GROUPS?

- ☐ Enthusiastic participation of citizens
- ☐ Support from the Federal Government
- ☐ Foreign visitors to give advice

THE VOTING PROCESS

Background Material for the Teacher

In an election a voter uses a ballot to indicate his choice for filling a public office such as governor or for deciding a public question such as whether to have a state lottery. The ballot may appear as a printed form listing the candidates for office and describing propositions or constitutional amendments to be voted on. In the United States the ballot is most often set up on a voting machine so that counting the votes can be done easier and faster.

In the United States written ballots, known as "papers," were used for voting in Massachusetts as early as 1634. When the Constitution was ratified in 1789, nearly all the Thirteen Original States used written ballots.

Today citizens vote with a secret ballot. However, voting was not always secret. The use of force and bribes to influence voting was common. To correct this evil, the secret ballot was made obligatory in all but one of the state constitutions adopted between 1776 and 1780. Each voter received a printed ballot at the polling place and then voted in a curtained booth. The more modern voting machine, now in wide use, provides an absolutely secret ballot.

The voting machine is a mechanical device used for counting votes at an election. It automatically records the voting results. More than half of the people in the United States cast their ballots on voting machines.

There are two types of voting machines used in New York State: the Jamestown machine and the Shoup machine. The Shoup machine is used in New York City and Albany, and the Jamestown machine is used in the remainder of the State wherever voting machines are used. The mechanical operation of both machines is essentially the same.

A citizen who does not vote is throwing away a valuable right. His vote is his voice in government. In some countries qualified citizens are compelled to vote (Sweden and Costa Rica, for example). Citizens who do not vote may be fined or given prison sentences.

Votes are cast at the polls which are usually set up in schools, churches, or other public places in the many election districts of each county.

Requirements for Voting in New York State

- Three month's residence in New York State
- At least three month's residence in a county, city or village
- Evidence of completion of certain grade of schooling (usually fifth grade or passing a literacy test)

Suggested Lesson Plan

Aims

- To familiarize students with the process of voting
- To encourage students to vote in elections
- To understand the need to vote in a democracy

Motivation

Use the filmstrip *The Silent Voice* to introduce the topic of the voting process. The teacher may wish to refer to page 1 in the *Filmstrip Manual* for suggestions on various ways of using the filmstrip. After the filmstrip has been shown, arrange the class in a circular fashion suitable for the discussion to follow. Use the suggested discussion questions on page 3 of the manual which accompanies the filmstrip.

A second approach to class motivation might be to hold an election to elect a governor and state senator, to vote on two propositions, and to vote on a constitutional amendment. It may be possible for your director of adult education to secure the use of a voting machine for one evening. If a voting machine is not available, conduct the election by ballot. Instruct the class that the first vote will be taken by a show of hands and the results written on the chalkboard. The second vote will be conducted by checking a ballot and placed in a ballot box. (A cardboard shoebox marked "Ballot Box" is satisfactory.) Appoint two tellers to count the votes and place the results on the chalkboard.

Development

Compare the results of the two methods of voting. If the result of the secret ballot is different from that of the vote of a show of hands, discuss the result in the light of the secret ballot. Extend the class discussion with such questions as:

- How does the secret ballot give every citizen his own voice in American Government? (*He can express how he feels without fear. His vote does count, since he can vote for people and on issues.*)
- Why is it important that you vote? (*Voting is a right and a responsibility. Voting helps keep democracy strong.*)

- How can you be sure your vote is secret? (*Voting booth is enclosed by a curtain.*)
- Why is it a good idea to write down on a sheet of paper how you are going to vote before you go to the polling place to vote? (*Saves time, establishes confidence, avoids making mistakes*)

Summary

Distribute dittoed copies of the material on page 21 on the instructions for using the voting machine. Read it with the class and allow for questions and discussion.

Distribute worksheet A. Allow the students a moment or two to study the illustration. Then read the lead questions with them to begin the discussion. Develop the discussion further with such questions as:

- What are the requirements for you to vote?
- Is it difficult to vote?
- Where do you go to vote?
- How do you get ready to vote?
- When is the next general election?

Worksheet B is for those who are capable of using it, and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

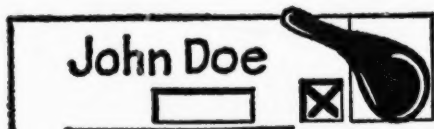
Followup:

Directions for Voting on the Voting Machine

No votes are registered until you pull the curtain lever to the left to open the curtain. You can therefore make as many changes in your ballot as you wish while the curtain lever is at its extreme right (curtain closed).

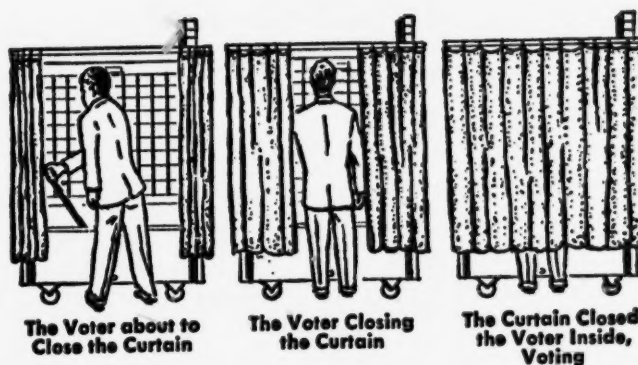
Each candidate's voting pointer is to the **right** of his name.

The machine is so arranged that you cannot turn down more than the proper number of pointers for an office. For example, if only one candidate is to be elected for any office or party position you can turn down only one pointer for that office. If more than one candidate is to be elected to an office or party position, you can turn down only the number of pointers for the number of candidates to be elected. Where County Committees or Delegates and Alternates to a Convention are to be elected you can either vote them by group voting by turning down the group lever or you can vote them individually. No vote will be registered for any candidate except that with a pointer left down over his name. So be sure to leave the pointer down over the name you wish to vote for, with the ☒ showing, thus:



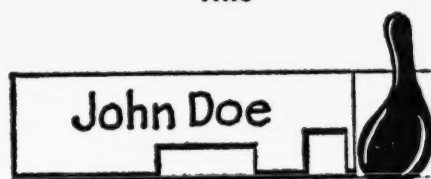
There is no danger of anyone knowing how you vote, as the movement of the curtain lever to the left returns the voted pointer up to its unvoted position **before** the curtain begins to open.

Pull the red handle of the curtain lever (lower left side of the machine) from the left to right as far as it will go and **leave it there** (this will close the curtain around you and unlock the machine for voting).

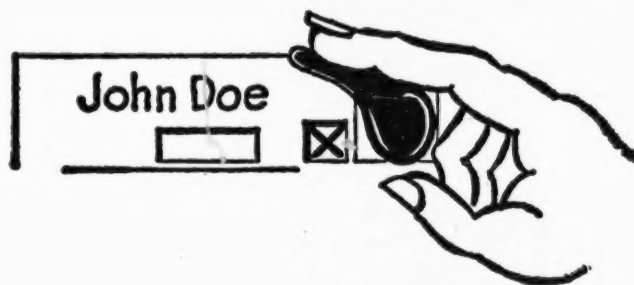


Turn down the pointer at the right of the candidate or candidates you wish to vote for until an ☒ mark appears at the right of each candidate's name for whom you intend to vote, and leave the ☒ mark showing, from

this



to this

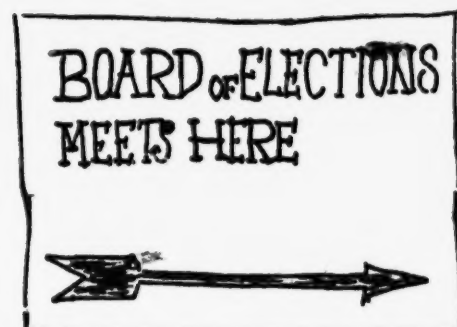


Leaving the pointer or pointers down in their voting position, pull the red handle of the curtain lever to the left as far as it will go and **leave it there** (this will register your vote and return the pointers to their first position, after which the curtain will open).

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *The Voting Process*

ARE YOU A VOTER ?



IS THE VOTING MACHINE FOR YOU ?



NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *The Voting Process*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. THE VOTING MACHINE IS:

- ☐ Secret
- ☐ Slow
- ☐ Hard to use

2. WHICH OF THE FOLLOWING IS TRUE?

- ☐ A citizen who does not vote throws away a valuable right.
- ☐ A citizen who does not vote loses his citizenship.
- ☐ A citizen who does not vote may be fined.

3. VOTING POLLS ARE USUALLY SET UP IN:

- ☐ Private homes
- ☐ Schools and churches
- ☐ Banks

4. VOTING MACHINES:

- ☐ Work automatically
- ☐ Do not count the votes
- ☐ Are owned by political parties

5. WHICH OF THE FOLLOWING IS FALSE?

- ☐ A voting machine is used by less than half the people who vote.
- ☐ The word "poll" means head.
- ☐ Electioneering cannot be done less than 100 feet from a polling place.

VOTER REGISTRATION

Background Material for the Teacher

The American Revolution

The development of the individual's role in governmental decisionmaking has been an important part of American history. The American War of Independence was fought in part because Great Britain, the mother country of the colonists in America, attempted to tax the colonists without consulting them. The colonists' rebellion emphasized men's desire for a voice in their government.

After winning the war, the new government drew up and adopted the *Constitution*—a set of rules to run our country. Although certain men had the right to vote, there were insufficient guarantees of other rights for all free men. The Bill of Rights was added to the Constitution as the first 10 amendments. Greater individual liberties were guaranteed. But a segment of the population had no hope of enjoying these guaranteed rights because they were not free men, they were not citizens, and they were not eligible to vote.

The Civil War

Abraham Lincoln, who is given credit for freeing the slaves (13th amendment in 1865), wanted a strong central government without slavery. Because of the intense economic and regional competition between the North and South, the Civil War erupted. What followed was a holocaust that left the South a barren ruin and killed more American men than World War II.

During Reconstruction, the period after the war given over to rebuilding the South, the American Negro gained citizenship (14th amendment in 1868), and he exercised his newly acquired voting rights (15th amendment in 1870) in such states as Georgia and Alabama by electing Negro representatives to Congress.

Registering to Vote in New York State

To register to vote in New York State, you must be 21 years old on election day. And you must pass a basic literacy test. Or you may show proof of satisfactory completion of a certain grade of school. With certain exceptions New York State residents may register to vote at the Board of Election Office, commencing in early January. Local registration also occurs in each polling place, usually in October. The exact times and places of both central and local registration may be learned from the daily newspaper as well as from local radio and television programs. (Note that permanent personal registration means that a voter does not have to register every year; this has become mandatory for all counties, starting January 1, 1967.)

Party Enrollment

When a person registers to vote, he is given an opportunity to join a legally recognized political party. Currently he can choose to enroll as a Republican, Democrat, Conservative, or Liberal. He can, of course, decline to enroll in any party. Most voters do enroll in a party and they thus become eligible to vote in a primary.

A primary is held prior to an election and enables enrolled party members to choose party nominees from among two or more candidates. Seldom, except by enrolling in a party, can a voter have anything to say about the selection of candidates for public office. By enrolling in a party, a voter expands his participation in the election process but does not bind himself in any way to vote for the party's candidates in the election.

Suggested Lesson Plan

Aims

- To develop the understanding that voter registration is essential in order to exercise political rights
- To inform students of the way to go about registering for voting

Motivation

Refer to the simplified registration form on page 28. If the reading level of the class is sufficiently high, the teacher might wish to duplicate the form and have the students answer the following questions; otherwise just use the questions:

- What is the name of your county?
- What is your election district?
- What is your ward?
- Are you a voter of 21 years of age or older?
- Are you a citizen by marriage? If so, in what year?
- Are you married, single, or widowed?
- What is the length of your residence in your State, county, and election district?
- In what country were you born?
- If you have voted before, when and where did you last vote?
- What is the number of the room or floor where you live?

- What is the name of the householder with whom you reside?
- What business or employment connection do you have?
- What is the location of your business or employment?

Development

Enlist the help of an organization such as the League of Women Voters in securing a speaker to come to class and take part in a discussion on the topic "The Importance of Registering to Vote." The teacher may wish to have the class assist in writing the letter of invitation once the identity of the speaker has been established. Through class discussion, develop the considerations with which you wish to orient the speaker, such as:

- If you don't vote, the choice is *theirs*; if you do vote, the choice is *yours*.
- Why registration for voting is so essential in a democracy.
- Why a citizen who enrolls in a party is usually able to play a more influential role in a democracy than one who does not.
- What the technical procedures for voter registration are.
- Why enrolling does not bind you to your party's selection.

After the presentation of the guest speaker, divide the class into buzz groups and ask him to participate in several groups. Each group might be assigned one of the following topic questions:

- What rights were gained as a result of the American Revolution? (*To have a voice in government, set up our own rules for governing, become free men*)
- How do political party leaders know what programs (or problems) are of most concern to the electorate? (*Through "grassroots" party workers*)
- What rights were gained as a result of the Civil War? (*American Negro gained his citizenship, gained his right to vote*)
- Why should we be concerned about the relatively small number of citizens who register to vote? (*Our democracy may become weak, the small number of voters determines who is elected and what is to be done*)

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin the discussion.

Worksheet B is for those who are capable of using it.

The worksheets may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to organize and present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

AFFIDAVIT AND APPLICATION TO THE BOARD OF ELECTIONS FOR CENTRAL REGISTRATION

(Election Law, Section 154)

TO THE CENTRAL REGISTRATION BOARD OF THE
BOARD OF ELECTIONS OF _____ COUNTY:

State of New York,
County of _____

_____, being duly sworn, deposes and says: I
(Print or type name plainly)
reside at No. _____, in the City of _____, County
of _____, N. Y.

I am a qualified voter of the _____ Election District _____ Ward

I apply in good faith to be registered and enrolled and submit the
following information:

Age of Voter (A voter over 21 years old may state such age as over 21)	Citizen by Marriage in U. S.	Married, Single or Widowed	Length of Residence In		
			State (years)	County (months)	Election District (days)

Country of Nativity	Nativity	Court issuing natural- ization certificate

When last registering or voting, lived at

State	City or Town	Number and name of Street or Avenue	Year of last vote or registration

Number of room or floor occu- pied by voter	Full name of householder, tenant, subtenant or apartment lessee with whom voter resides	Business connection of voter	Location of Business

Sworn to before me this
_____ day of _____, 19____

(Applicant must sign here)

Commissioner of Elections, or Clerk

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Voter Registration*

DID YOU REGISTER?

WHERE?

HOW?

WHY?



NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Voter Registration*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. IF YOU REGISTER YOU GET:

- ☐ A chance to run for political office yourself
- ☐ A chance to gain greater freedoms
- ☐ To voice your beliefs

2. NEW YORK STATE RESIDENTS MAY REGISTER:

- ☐ At 18 years of age
- ☐ At 21 years of age
- ☐ At 25 years of age

3. REGISTERING TO VOTE GUARANTEES THAT:

- ☐ Your candidate will win
- ☐ You can vote
- ☐ You cannot enroll

4. WHICH OF THE FOLLOWING IS FALSE?

- ☐ Permanent registration is now mandatory in all counties of New York State
- ☐ A primary is held before an election.
- ☐ A person does not have to enroll to vote in a primary.

5. WHICH OF THE FOLLOWING IS TRUE?

- ☐ Slaves were freed in 1865.
- ☐ The Civil War was fought before the American Revolution.
- ☐ American Negroes were citizens before the Civil War.

NONPARTISAN CITIZEN INFORMATION GROUPS

Background Material for the Teacher

We take for granted that voters who know the facts will make the best choices on election day. That is why we say that informed citizens are the backbone of democracy. But it is not always easy to be well informed. As the government becomes more complex, getting the facts becomes harder even though the mass media—newspapers, magazines, radio, and television—do give us plenty of information. Sometimes there is so much information that we become confused. And we must then sift fact from opinion. This is not easy to do. In general, however, news articles provide facts whereas editorials and columnists provide opinion.

Several nonpartisan groups do attempt to bring the facts to the voters. Because they do not represent any political party, they are called nonpartisan. They attempt to be fair. Because they depend on public donation for their support, they do not owe loyalty to any political group or to any particular politician. They limit themselves to giving information. They help citizens become well informed about their government and how it works. One such group that specializes in voter information is the League of Women Voters.

The League of Women Voters

The League began as part of the struggle for women's right to vote. In 1920, after women won their vote, they formed an association to promote informed and active participation in government. Today, the League has 1,217 local branches throughout the country and 150,000 members. Eighty-eight branches and 15,000 members are in New York State. Through its local groups, the League offers many services to voters. In order to help citizens know the candidates and issues in each election, it publishes a pamphlet called *Facts for Voters*. Over one million copies are distributed every year and the pamphlet is nonpartisan. It never takes sides in any issue or comes out in favor of any candidate. It gives facts. At election time it provides helpful information on voting requirements and the use of voting machines.

The League is not only busy at election time, but it works constantly, preparing pamphlets on the operation of city, State, and Federal government, on important questions facing the world, and on local problems such as water pollution. All of its publications are available to any citizen upon request.

The Citizens Union (C.U.)

Another nonpartisan group is the Citizens Union of New York City. Founded in 1897, it works to ensure that city residents get efficient,

low-cost public services. The Union takes an active part in government, appearing at public hearings to give its opinions on proposed laws and even drafting laws for submission to the Legislature.

Like the League of Women Voters, the Citizens Union prepares a pamphlet about the issues and candidates in each election. Unlike the League, the Union takes stands on candidates in local and State-wide elections, and on referendums and Constitutional amendments. These stands are arrived at through a careful study of all available information and interviews with the candidates. Candidates of any party may be endorsed, and in races in which the Union feels several good candidates are running, no preference is made. The pamphlet *Voters Directory* lists Union choices.

The Citizens Union also has other interests besides voting. It has several committees investigating various phases of city government. In recent years these have made recommendations on such matters as the City Charter, the budget, low-rent housing, mass transportation, and civil rights. Because of its reputation for honest recommendations, the Union's suggestions are listened to by men of all parties. And its work is of interest to people in communities outside New York City.

Other Groups

Other nonpartisan organizations also provide specialized information but with a specific political intent. The National Committee for an Effective Congress endorses candidates of either party who it feels will contribute most to the passage of liberal legislation. Another group, the Center for the Study of Democratic Institutions, publishes studies of important problems in national life. Both of these groups are liberal-oriented. On the conservative side there are groups like the Young Americans for Freedom, which supports conservative candidates of both parties. Comparing the information received from such organizations, a citizen can make up his own mind on important issues. The Federation of Women's Clubs, Washington, D.C., devotes its energies to topics of importance to voters.

There are nonpartisan groups devoted to a single issue. Such an organization is the American Association for the United Nations. The A.A.U.N., getting support from Republicans and Democrats, encourages an interest in the United Nations and works to gain support for the world organization in the United States.

Suggested Lesson Plan

Aims

- To show students how they may become informed about issues and choices in government
- To understand the work of nonpartisan groups
- To develop the ability to distinguish between a fact and an opinion

Motivation

To introduce this lesson, the teacher might wish to present two statements to the class, one fact and one opinion:

THIS IS ROOM NUMBER _____

THIS IS NOT A NICE ROOM.

Discuss the two sentences until the students have established why one is a statement of fact and the other an opinion. Ask the students to give their own examples of statements that are facts and statements that are opinions.

Contact the office of the local branch of the League of Women Voters (or other similar organizations) to request that a member come and take part in a discussion with the class. Be sure to provide the representative with the necessary background on the class and orient him specifically to the purpose of his visit. The teacher may wish to have the class compose a letter of invitation and formulate the topics for discussion such as:

- What is the purpose of the League of Women Voters (or other organization)?
- Why are well-informed citizens the backbone of our democracy?
- How can a citizen become well informed?
- How can we be sure we are getting the facts about an issue and not a "story" that someone is trying to sell?
- What are some of the important issues (local, state, and national) that will face the voters at the next election?

Development

Obtain copies of the pamphlet *Facts for Voters* from the League of Women Voters for class distribution. Develop a review discussion around the information given by the speaker and the information contained in the pamphlet.

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin a discussion. Extend the discussion through the use of further questions:

- What is an issue about which you would like to become well informed?
- Which of the agencies discussed in this lesson would you turn to for information?
- Why this particular agency?
- Why should you have faith in the information received from this agency?

- Are there any reasons why you might possibly question the information received from any of these agencies?

Worksheet B is for those who are capable of using it, and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Nonpartisan Citizen Information Groups*

WHAT ARE THE FACTS?



WHERE CAN WE FIND THEM?

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Nonpartisan Citizen Information Groups*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. WHICH OF THE FOLLOWING IS A FACT?
 - ☐ State employees work harder than Federal employees.
 - ☐ The governor is the chief executive of a state.
 - ☐ The best television programs are on Monday nights.
2. A NONPARTISAN GROUP IS CONNECTED WITH:
 - ☐ The Republican Party
 - ☐ The Democratic Party
 - ☐ No political party
3. THE LEAGUE OF WOMEN VOTERS:
 - ☐ Raises political campaign funds
 - ☐ Helps inform citizens on voting issues
 - ☐ Recommends certain candidates to the voters
4. NONPARTISAN GROUPS ARE SUPPORTED BY:
 - ☐ Public donation
 - ☐ State government funds
 - ☐ Church contributions
5. WHICH OF THE FOLLOWING IS TRUE?
 - ☐ The newspaper editorial expresses opinions.
 - ☐ Nonpartisan groups elect candidates to run in an election.
 - ☐ The League of Women Voters make a small charge for its pamphlets.

YOU AND YOUR LOCAL GOVERNMENT

Background Material for the Teacher

In New York State there is no governmental pattern that every municipality follows. There is no typical local government. Communities have this in common: The State Legislature sets them up and gives them charters or statutory guidelines, telling what they can and cannot do.

Some areas may have paved sidewalks, a public water supply, and garbage collections. Many communities in the State do not have these services. Nobody says they have to. It's all up to the local community.

Thus, the services received in a community, paid for by general taxation, define the complexity of the local government. A local government can be vigorous or it can be lackadaisical, depending on how involved its citizens are. Local government does as much as the citizens demand. The city has the taxing power to provide such services, and if the majority of its residents press for certain services, the city government should respond accordingly.

Control of local government is determined by the voice and vote of the citizens. If a citizen has a vote and doesn't use it, or if a citizen doesn't register and thereby loses his vote, then he cannot help elect people to represent him. Citizens must vote to make their local government work for them.

Local government in New York State consists of counties, cities, towns, incorporated villages, and other special districts.

The County

Counties, the next governmental unit below the State level, help the State provide services for the people. A county serves as an agent of the State to a specific community. It may be divided into a number of townships that handle the needs of its residents. Or the more thickly settled regions may form villages or cities to take care of these needs directly. Upstate, all areas outside cities are divided into towns. They too provide some local services. Some of the jobs the county handles are health, motor vehicle registration, and welfare. The city or village which houses the main county building is called the county seat.

Except in counties where there is a county executive, the chairman of the board of supervisors serves as the chief executive officer. The board of supervisors form the legislative branch of county government. The sheriff is the chief law enforcement officer in the county.

The governmental structure of the county is arranged in this way:

<u>Legislative</u>	<u>Executive</u>	<u>Judicial</u>
Board of Supervisors	Chairman of the Board of Supervisors or County-Manager or County Executive	County Court Surrogate's Court Family Court

The Town

A town provides services by taxing its residents and by receiving aid from the State government. The town's governmental structure is:

<u>Legislative</u>	<u>Executive</u>	<u>Judicial</u>
Town Board	Town Supervisor	Police Justice

The Village

Villages vary in size but all have a mayor who sees that the village is properly governed. He presides at the village board meetings. The police justice is the judicial officer of the village. Village government provides few services to the people because it has limited taxing power. Some of the services performed are road maintenance, repairing street lights, and perhaps hiring a police force. The governmental structure of the village is:

<u>Legislative</u>	<u>Executive</u>	<u>Judicial</u>
Village Board	Mayor	Police Justice

The City

The State Legislature has the power to create cities and define their boundaries if the people in the area agree in referendum.

Laws of the city are made by the City Council and are called ordinances. City Council members are elected by the people of the city.

The chief executive in a city is usually called a mayor, but in some cities there is a city manager who is chosen by the city's legislative body. A mayor is elected by the people in the city and the mayor appoints some policy level people who help him. This appointive power is called patronage power and can be used by the mayor to reward his friends. Whenever practical, however, cities must hire employees under a merit system. The governmental structure of a city is:

<u>Legislative</u>	<u>Executive</u>	<u>Judicial</u>
City Council and Commissioners	Mayor and Commissioners and/or City Manager	City Court Traffic Court

Suggested Lesson Plan

Aims

- To acquaint students with the functions of local government
- To understand the structure of the local government

Motivation

Develop with the class through discussion the understanding that local government is a group of bodies that define and carry out policies dealing with local issues and are responsible for carrying out State laws mandated in the State constitution.

Read the following to the class.

A Quick Response

"Call an ambulance, somebody. Call an ambulance!" yelled one pedestrian.

"He's hurt badly," said another pedestrian.

"What happened?" called out a third.

"He either jumped or fell out of that window," answered another.

Within a short time the wail of sirens was heard and flashes of red could be seen up the street.

A police car and an ambulance screeched to a stop. A doctor and two attendants jumped out and ran towards the man lying on the sidewalk. The doctor administered first aid for several minutes; the two attendants carried the victim to the ambulance.

Meanwhile, the policemen were busily taking notes about the accident from anyone who volunteered information.

Ask the class members to consider the following questions:

- What might have happened if this had been a community having no local police or ambulance service?
- How were the ambulance and police services provided?
- Assuming that neither the police nor the ambulance service was immediately available, how might aid for the victim have been obtained?
- What risk is involved to the victim and what risk to the "good Samaritan" when aid is given?

Development

Contact the mayor's office to see if he is willing to come and take part in a discussion with the class. Be sure to give him or his representative the necessary background on the purpose of the course and orient him to the points you wish to have him present. In this case the teacher might develop these considerations through class discussion and compose a letter of invitation:

- An explanation of the type of local government
- Who the local leaders are
- Services provided by the local government
- Problems facing the local government
- Plans for solving local problems

Refer to the publication *Philosophy and Techniques of Teaching Adults* for more complete procedures to follow in preparing the class for a guest speaker.

If you are successful in arranging for the mayor to speak to the class, have the students develop a notice which could be circulated in their neighborhoods. An example might be:

SPECIAL NOTICE

On Tuesday evening October 10 at 8:00, Mayor Joseph Johnson will speak to the adults in Basic Education. Mayor Johnson will discuss the operation of the city government of Modern City.

All adult members of your family and friends are welcome to attend.

This is your chance to find out how your city government works! If you want to know how your tax money is used come and find out!

Classes begin at 7:00 as usual and Mayor Johnson will speak at 8:00.

Don't Forget

October 19, 19__ - Tuesday - Senior High School, Meadow Drive

Summary

Present a chart of the local governmental organization received from the mayor's office or prepared by yourself as a result of the information contained in the mayor's presentation. If necessary, modify the chart in order to keep it simple. Ask the students the meaning of each part of the chart.

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin the discussion. Extend the discussion through the use of further questions:

- What are some of the services provided for you by your local government?

- Who are the political leaders in your local community?
- What are the duties of a city manager?
- Is your local community democratic? What specific evidence do you have to support your answer?

Worksheet B is for those who are capable of using it and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answer on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

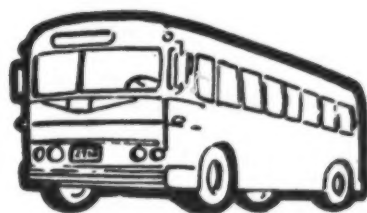
Student Worksheet A: *You and Your Local Government*



HOW IS YOUR

LOCAL GOVERNMENT

ABLE TO HELP YOU ???



MAKING DEMOCRACY

WORK.....



NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Student Worksheet B: *You and Your Local Government*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. THE ELECTED LEADER OF A VILLAGE IS A:

- ☐ Senator
- ☐ Mayor
- ☐ Councilman

2. WHO MAKES LAWS FOR A CITY?

- ☐ Trustees
- ☐ Police Justice
- ☐ Councilmen

3. MUNICIPALITIES GET CHARTERS FROM:

- ☐ The County Court
- ☐ The State Legislature
- ☐ The Board of Supervisors

4. WHICH IS THE CORRECT ORDER (FROM LARGER UNIT TO SMALLER UNIT)?

- ☐ State, County, Town, Village
- ☐ State, Village, County, Town
- ☐ State, Town, Village, County

5. YOU CONTROL YOUR LOCAL GOVERNMENT BY:

- ☐ Your vote and your voice
- ☐ Your taxes
- ☐ Your wealth

YOU AND YOUR FEDERAL GOVERNMENT

Background Material for the Teacher

One of the most important reasons for the very existence of our public school system has been the training of responsible voting citizens upon whom the feasibility of any free system almost inevitably must rest. Traditionally, the undereducated have a reputation for political apathy which reflects a profound misunderstanding and mistrust of government. The frustrations which result may have a dangerous explosive potential. It is therefore important to develop a better understanding of our government and the ways in which individual citizens may play a proper role in peacefully influencing its policies.

The size of our Federal Government seems to accentuate the apparent futility of any hope an individual might have of making his voice heard. To many people, in spite of the speed and efficiency of modern transportation and communication, it seems geographically remote. Its structure may appear incomprehensible to those who do not understand its purpose. Yet, the heart of this system is a government which represents the people and is responsible and responsive to the people with protection for the basic rights of all of the people. Each member of the class, as well as the teacher, is therefore a part of this government.

The document which describes the structure of our Federal Government and authorizes it to exercise specific powers is called the *Constitution*. Its writers gave us a document that contemplated change. Changes are called amendments, and from the birth of the Constitution in 1789 to 1966 there have been 25 amendments.

The men who wrote the Constitution wanted to make sure that their new government would never permit one group to become too powerful. So they provided checks and balances, a government of three separate but interdependent branches—legislative, executive, and judicial—each with the power to check the others. The first 10 amendments, called the Bill of Rights, prevented the government itself from riding roughshod over any of its citizens. Thus the threat of a tyrannical majority was removed.

The Legislative Branch

Our Constitution breaks the legislative branch into two parts: the House of Representatives and the Senate. These two houses are called Congress.

Members of the House of Representatives must be at least 25 years old. They are chosen every two years by a vote of the people, and the number of representatives from each state is based on the state's population. The

higher a state's population, the more representatives it has. Every state has at least one representative. The states that have more than one representative are broken down into congressional districts—also based on population.

The Senate of the United States is composed of two Senators from each state, elected by the people for six years. Senators must be at least 30 years old and there are two from each of the 50 states, making a total of 100.

Both houses have an equal voice in legislation and each one can propose new laws. But any bills dealing with money (aid to foreign countries, for example) must originate in the House of Representatives.

The Executive Branch

The Chief Executive of our country is the President. To be elected President of the United States one must be 35 years old, a natural born citizen, and a resident of the country for at least 14 years.

After Congress decides that it wants a certain law passed, it sends the law in the form of a bill to the President for his signature. If the President signs it, the bill becomes law. If he lets it sit on his desk for more than 10 days without signing, it automatically becomes a law. If the President doesn't like a bill sent to him by Congress, he may veto it. Congress may then vote again on the bill, and if two-thirds of Congress votes "yes," the bill becomes a law over the President's veto.

The Judicial Branch

As a check against Congress and the President, the Constitution provides for a Federal court system so that the constitutionality of any laws Congress and the President pass may be challenged. In order for a case to reach the Supreme Court, our Nation's highest court, a constitutional question must be involved.

A citizen is entitled by the Constitution to certain basic freedoms, the Bill of Rights. If laws deprive him of those freedoms, he can appeal to the courts for protection. And if his protest is valid, the courts may nullify as unconstitutional the legislation used to deprive the citizen of his rights. The citizen, for example, is guaranteed freedom of worship, freedom of speech, freedom of the press, the right to assemble peaceably to protest grievances, protection from unreasonable searches, the right, if accused, to a speedy public trial and an impartial jury, and protection from excessive fines or cruel and unusual punishment. Under the 14th amendment, citizens were guaranteed "equal protection of the laws."

Suggested Lesson Plan

Aims

- To help students understand the need for the rules contained in the Constitution of the United States

- To help students understand the basic plan and successful operation of the Federal Government

Motivation

Although the Constitution of the United States appears abstract, the teacher can make it understandable by comparing its structure with that of local organizations to which the students may belong.

Ask the students to bring to class a set of the rules for their club, church, union, or other organization. Make a list of several of the rules contributed by members of the class on the chalkboard. Raise such points as:

- How these rules were developed
- Why an organization needs a set of rules
- What the governing rules of our country are called
- In what ways the development of rules for your local organization are similar to ways in which the governing rules of our country were developed

Development

Raise the following questions:

- What does it mean when a person says, "I stand on my constitutional rights." *(That he believes in the Constitution and the rights it guarantees him and that these rights protect him in asserting his beliefs)*
- What are some of your constitutional rights? *(Those guaranteed by the Constitution—The Bill of Rights)*

Review the structure of some local forms of government, bringing out comparisons of structure and functions such as:

Executive branch: Mayor—President

Legislative branch: City Council—Congress

Judicial branch: City Court—Supreme Court

Develop a class discussion to stress the successful operation of the Federal government, based on the following questions:

- How did the Federal Government show its successful operation at the time of President John F. Kennedy's assassination? *(Johnson assumed duties of the Presidency and carried on in a smooth manner.)*

- How did the handling of the Cuban situation of 1962 show successful operation of the Federal Government? *(Various government agencies worked together to establish a united front. The government stood firm in its beliefs and actions.)*
- How does a change of one-third of the Senate every two years provide for successful operation of the Federal Government? *(Provides for a gradual change allowing experienced legislators to carry on while the new ones learn the background, operation, and procedures of the Senate.)*
- How do the processes for change through election help the successful operation of the Federal Government? *(Introduces new ideas, replaces incompetent politicians, stimulates interest in government among the voters.)*

Ask the class to report on any television newscasts they may have seen relating to the solution of problems that indicate the successful operation of the Federal Government.

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin a discussion.

Worksheet B is for those who are capable of using it.

The worksheets may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to organize and present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

Additional Concepts:

Extension of Content:

Followup:

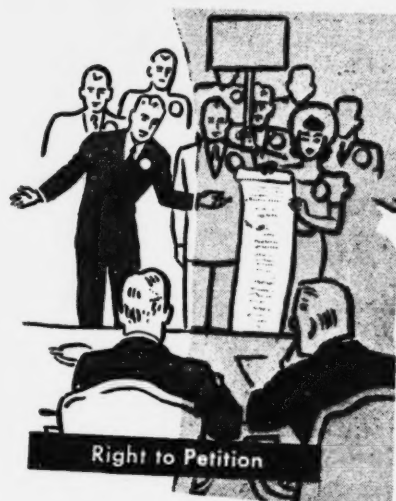
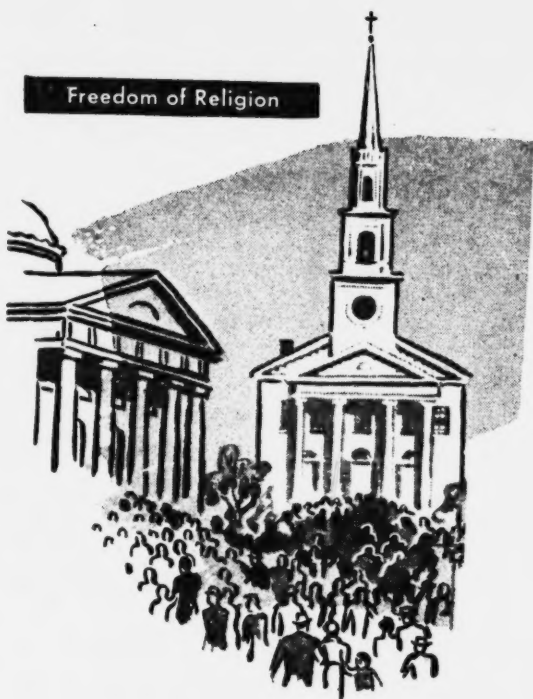
NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *You and Your Federal Government*

WHAT IS OUR FEDERAL GOVERNMENT ???



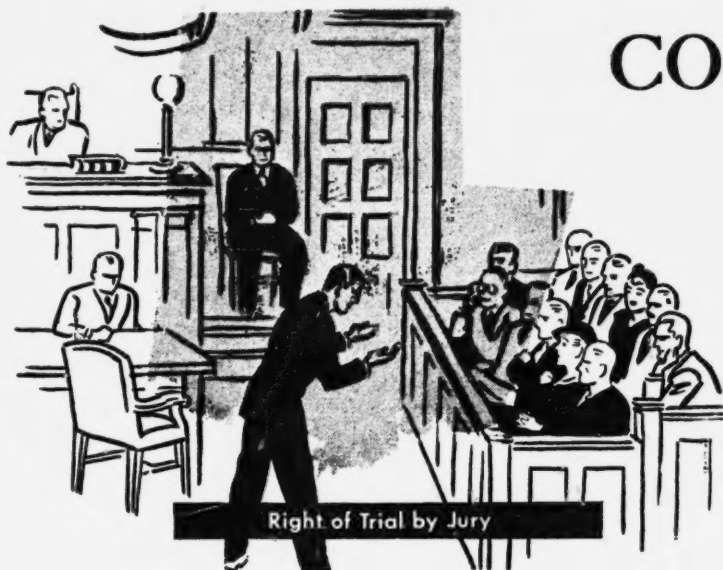
Freedom of Religion



Right to Petition

WHAT IS OUR

CONSTITUTION ???



Right of Trial by Jury



Freedom of the Press

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Student Worksheet B: *You and Your Federal Government*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. THE BILL OF RIGHTS IS:

- ☐ The last five amendments of the Constitution
- ☐ Amendments 11 through 20 of the Constitution
- ☐ The first 10 amendments of the Constitution

2. THE SUPREME COURT MAKES UP WHICH BRANCH OF THE FEDERAL GOVERNMENT?

- ☐ Executive branch
- ☐ Legislative branch
- ☐ Judicial branch

3. THE CHIEF EXECUTIVE OF OUR COUNTRY IS:

- ☐ The Governor
- ☐ The Mayor
- ☐ The President

4. THE CONSTITUTION IS CHANGED BY:

- ☐ Wars
- ☐ Amendments
- ☐ Writing a new constitution

5. WHICH OF THE FOLLOWING IS TRUE?

- ☐ The Constitution is a set of rules for our country.
- ☐ Only certain citizens have constitutional rights.
- ☐ Equal living standards are guaranteed by the Constitution.

WHERE FEDERAL AND STATE AUTHORITY MEET

Background Material for the Teacher

State government appeared first in the United States, and it had problems. The thirteen original states wanted to carry out commerce with each other but they could not agree on how it should be controlled. They felt a need to trade freely, but who was to regulate this trade? At a meeting in Philadelphia in 1787, it was decided to draft a plan of Federal union. From this meeting, called the Constitutional Convention, came the Constitution of the United States, which set up the plan for the Federal Government. When it was approved by the states in 1789, it became the law of the land.

The Constitution gave Congress the power to make certain laws, but reserved all other power to the states. Among those listed were the power to coin money, to regulate trade between the states and with other countries, to raise an army. The power to make whatever laws were "necessary and proper" to enable the Federal Government to make the other laws was then added. This part has been called the "elastic clause" of the Constitution, and it stretches the powers of the Federal Government. This has caused problems to arise between the Federal and state governments.

The responsibilities that the Federal and state governments assume often connect the latter with the everyday lives and problems of the individual. One hundred years ago that was not the case. Individuals had very little concern with Washington; that isn't true today.

In the Constitution the states are given the power to pass all laws except those expressly given to the Federal Government or expressly forbidden to the states. It has worked out that the states have a wide range of power. Also each state has to recognize the laws of other states so that even though the laws are different, the laws of one state are given full faith and credit by the other. Thus a New York marriage or divorce has to be recognized in New Jersey—or in any of the other states.

But the different state laws have caused confusion at times. Laws on business, for example, can be a problem. Little by little, some of these areas have become part of the Federal Government's job. Changes in the President's Cabinet show how changes have taken place.

Years ago there was no Department of Health, Education and Welfare because such concerns were thought to be jobs of the states. In addition the Cabinet now includes a post dealing with cities. Over 50 years ago the Department of Labor was set up because the Federal government became concerned with the problems of the workingman.

Such changes do not necessarily mean that the state and Federal powers are pitted against each other. In some cases they are shared, as are the costs of providing the services: roads, hospitals, education, and workers' benefits. States may have led the way in these fields but the Federal Government came in with further assistance.

Labor is an example. In 1887 Massachusetts passed a child labor law stating that factories in that state could not hire children under the age of 10. Some states, but not all, followed this example. In the same way New York State passed the first law to protect workmen hurt on the job. Again some states did the same. It was not until after many serious strikes that the Federal Government passed laws like these that would apply to the country as a whole.

Suggested Lesson Plan

Aims

- To promote an understanding of the relationship between the Federal and state governments
- To show how Federal and state authority do meet and can cooperate

Motivation

Write the following tasks on the chalkboard and ask the students to respond by matching each task with cards marked "F" or "S"—F indicating Federal association and S indicating state association; if both, "F and S."

Mailing a letter	(F)
Paying taxes	(F and S)
Going to a bank	(F and S)
Getting married	(S)
Using money	(F)
Going to school	(F and S)
Living in a housing project	(F and S)
Reporting for the draft	(F)
Sending a telegram	(F)
Getting a driver's license	(S)

Ask members of the class to give additional tasks and indicate whether Federal or state control is involved with each. When a list of some 25 tasks has been compiled, ask members of the class to discuss reasons for classifying each as part of a Federal or state sponsored program.

Development

Develop a class discussion around the following concepts by asking some lead questions as indicated. The material on the following page is designed to be a visual supplement for the discussion.

FEDERAL

STATE

EXECUTIVE BRANCH.....

  
PRESIDENT VICE PRESIDENT CABINET

 
GOVERNOR LT. GOVERNOR

LEGISLATIVE BRANCH.....

 
SENATE HOUSE OF REPRESENTATIVES

 
STATE LEGISLATURE TWO HOUSES

..... JUDICIAL BRANCH.....


SUPREME COURT


THE STATE COURT OF APPEALS

GRANT IN AIDS

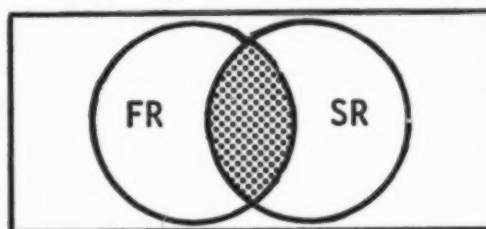


Concepts

- State government existed before Federal Government.
- The Thirteen Original States set up the Federal Government because there was a strong need for a power that would hold them together and permit them to do business with each other.
- Both Federal and state governments can pass related laws to benefit citizens.
- Federal laws usually strengthen state laws.
- There is an overlapping between some state laws and some Federal laws.
- The power of the Federal Government over the life of its citizens has grown a great deal.

Lead Questions

- How were the original states governed? (*Independently, until they formed a union of the states*)
- How successful were the original states in doing business with one another? (*Very unsuccessful*)
- What did they do to bring about better business relations? (*United together to form a Federal Government which had power to control the business done among the individual states*)
- How does the Antipoverty Program show that both Federal and state related laws benefit individuals? (*Monies are provided by both governments to support the common objectives of a program to help people.*)
- Why does the Federal Government sometimes pass laws which have already been passed by some state governments? (*New ideas for laws frequently start at the state level. To provide uniformity for all states*)
- Explain the diagram: FR = Federal responsibility, SR = State responsibility.
- What departments have been added to the Federal Government in recent years? (*Health, Education and Welfare; Urban Affairs*)



(The shaded area shows overlapping)

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustrations. Then read the lead questions with them to begin discussion. Extend the discussion further with such questions as:

- What meaning do you give to the phrase "getting into the act" as it refers to the Federal Government?
- Can you mention some areas of overlapping between Federal and state authority where duplication is not in the best interest of the individual?
- What are some of the areas where you feel greater Federal help is needed and how should this help be given?
- What are some of the areas where you feel less Federal help should be given and how should this help be reduced?

Worksheet B is for those who are capable of using it.

The worksheets may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.
- Select a small committee to organize and present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

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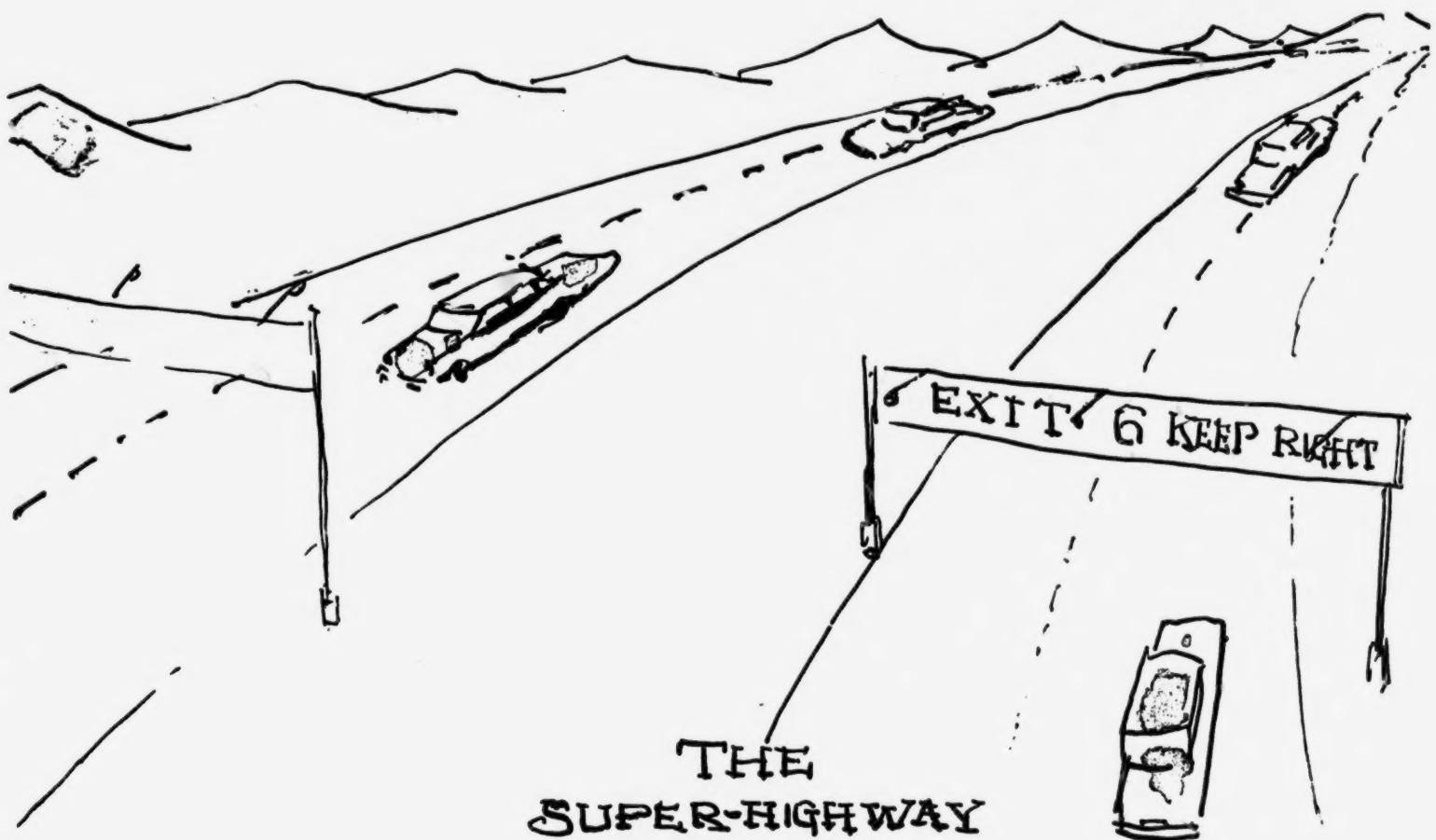
Followup:

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Where Federal and State Authority Meet*



WHICH IS A FEDERAL FUNCTION ???
WHICH IS A STATE FUNCTION ??
WHICH IS A FUNCTION OF BOTH ??



NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Where Federal and State Authority Meet*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. THE UNITED STATES CONGRESS CAN:

- ☐ Appoint state governors
- ☐ Make changes in the Constitution
- ☐ Pass certain laws

2. THE FEDERAL GOVERNMENT IS:

- ☐ A union of states
- ☐ A union of counties
- ☐ A union of cities

3. WHICH OF THE FOLLOWING IS TRUE?

- ☐ Marriage licenses are issued by the Federal Government.
- ☐ Public schools in New York State are controlled by the State.
- ☐ Both Federal and state government can coin money.

4. THE COST OF EDUCATION IS:

- ☐ All paid by the state government
- ☐ All paid by the Federal Government
- ☐ Shared by state and Federal Government

5. WHICH OF THE FOLLOWING IS CLOSEST TO THE WAY YOU THINK?

- ☐ States should work out their own problems without Federal help.
- ☐ The Federal Government should give total assistance to the states with all their problems.
- ☐ Both state and Federal governments should share equal responsibility where there are problems to be solved.
- ☐ State and Federal governments should each do as much as they can to solve a particular problem.

YOU, YOUR RIGHTS, AND YOUR RESPONSIBILITIES

Background Material for the Teacher

A community prospers when its residents involve themselves actively in its problems, interests, and progress. Civic-minded residents must accept responsibility for their community and do as much as possible toward finding solutions to the many problems that beset urban life. Broad individual participation in the interactions taking place within a community serves as an excellent example of civic responsibility for the growing children within the local neighborhoods.

The benefits which the citizens derive from such participation is of equal importance. In taking part in such actions, citizens find opportunities for growth through experience, for stimulation of their own interests through personal involvement, and for development of their own powers and resources through analysis of community problems. These are all personal investments which the civic-minded citizens make and through which they receive substantial personal reward.

The benefits which are derived by citizens who are as concerned with their responsibilities to the community as they are with their rights of action in the community are of benefit to the total community at large. Parents who have exercised responsibilities in their own community identify themselves closely with their neighborhood. From this understanding of community cooperation, the children benefit from the climate of community feeling that has been generated, and the children are able to relate closely to the good examples established by his parents.

Very often individuals exist in neighborhoods without any awareness of their relationships to the community and vice versa. This may be due partly to ignorance, partly to indifference growing from despair, and partly to a lack of good community leadership. It, therefore, becomes the responsibility of those involved and concerned with the education of the citizens to provide an awareness of the participation in the life of a community and the knowledge to be able to make this participation effective.

Just as recognition of the individual's responsibilities toward their community's progress is essential, so too is the realization that they have responsibilities in the home. There are many aspects to establishing a good home environment. The home should operate essentially as in a governing organization where rights and responsibilities of each individual is thoroughly understood.

Suggested Lesson Plan

Aims

- To develop the understanding that for every right there is a responsibility
- To develop the understanding that everyone has responsibilities to members of his family and to his community

Motivation

Present the following account to the class and follow its presentation with some of the discussion questions given at the end.

A WAR TO WIN

Jim Gusweller was seventeen years old when he decided to join the French Army. The year was 1939, and Jim was concerned about what he read in the newspapers. Across the ocean in Europe, a war was raging. Hitler and his Nazi war machine were conquering many of the weaker countries on the continent.

Two years later Jim got his chance. The United States entered World War II after the attack on Pearl Harbor. Now Jim could fight for his own country. In November 1942 he enlisted in the Army. Jim was an infantryman until the end of the war. During his tour of duty, he saw action in the Pacific, in the Philippines, and on Okinawa. Jim Gusweller got to know a lot about war--and a lot about men, too.

He learned to understand both fear and courage, and he saw it in himself and in others.

When the war ended, Jim Gusweller decided that he would study for the ministry.

Jim started working toward that goal. He had to work his way through college.

His "parish" now includes his entire West Side neighborhood. There are many projects—cultural, educational, and recreational—underway at the community center. One of the most important projects to Father Gusweller is the nursery school. He began this school in 1963. He believed that attending a nursery school could make a big difference in the lives of some children.

It is especially for such children that Father Gusweller opened his nursery school.

He belongs to several West Side civil rights groups, and he works very hard to see that racial injustices are promptly corrected. His office is a kind of information center for all people who have problems.

In his lifetime, Jim Gusweller has fought many battles for many causes. Today he is still on a battlefield, fighting the enemies of poverty, injustice, ignorance, and prejudice.

- Why do you think Jim wanted to be a minister?
- What responsibility does he feel for members of his parish?
- What are some of the evils Jim Guswell is fighting?
- Why does Jim get satisfaction from his work?
- How do you think he gets people interested in improving their neighborhoods?
- Why does he think the nursery school is so important?

Development

Carefully plan and organize a panel of representatives from several municipal service agencies. Elicit the active participation of the class in preparing this program. Include such agencies as: Fire Department, Police Department, Sanitation Department, Health Department, and the Public School Department. Ask each panel member to prepare a short presentation that focused around the following key points.

- The chief responsibilities of the department toward citizens
- The major rights of the department
- The general services performed by the department
- The rights citizens have concerning the department
- The responsibilities citizens have toward the department

Summary

Distribute Worksheet A. Allow the students a moment or two to study the illustration. Begin the discussion with such questions as:

- What are some examples you have seen that showed how individuals make use of their rights?
- What are some examples you have seen that showed how individuals accepted their responsibilities where their rights were concerned?

Worksheet B is for those who are capable of using it, and may be used in a variety of ways:

- Divide the class into groups according to reading ability and encourage the students to formulate discussions.
- Use the questions to formulate a summary on the chalkboard.

- Select a small committee to present their findings to the class.
- Select three students: one to read the questions, one to answer the questions, and a third to write the answers on the chalkboard.

Copies of the student worksheets which accompany this lesson appear on the following pages.

Teacher Notes

Additional Aims:

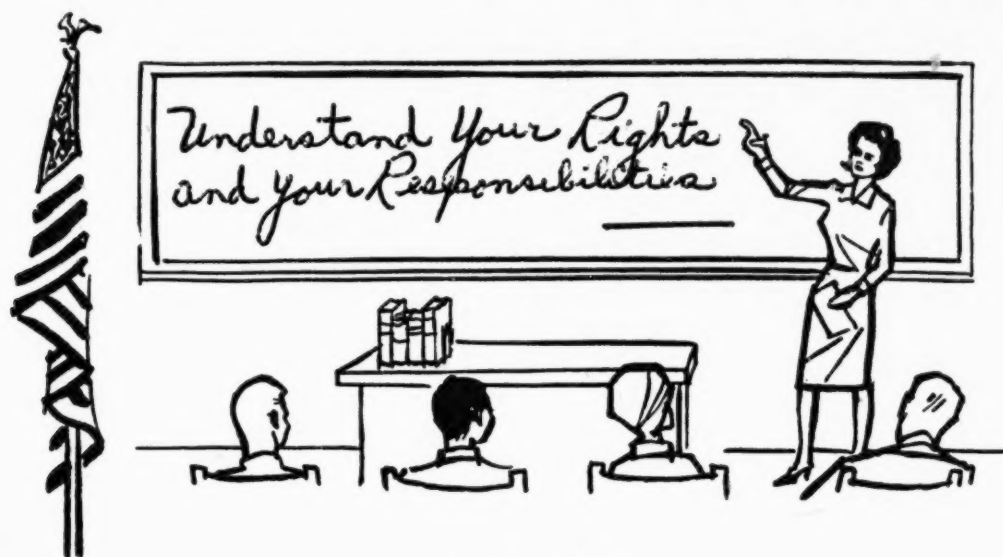
Additional Concepts:

Extension of Content:

Followup:

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Student Worksheet A: *You, Your Rights, and Your Responsibilities*



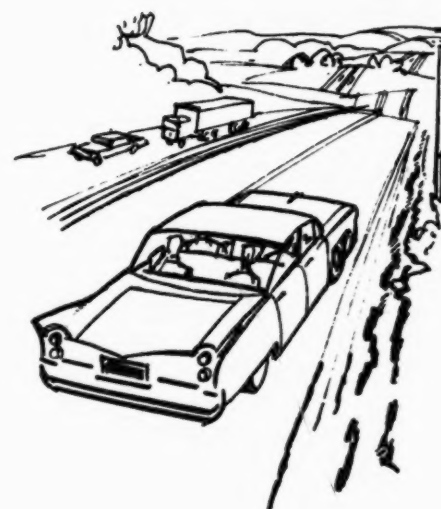
Right to Petition the Government

● Responsibility



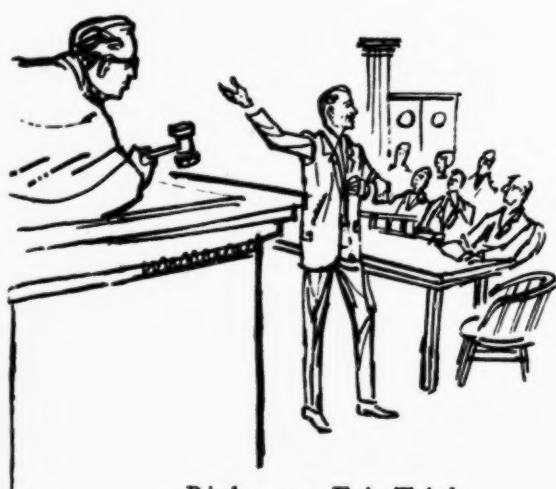
Freedom of Speech

● Responsibility



Right to Life and Liberty

● Responsibility



Right to a Fair Trial

● Responsibility



Freedom of the Press

● Responsibility



Freedom to Meet Peaceably

● Responsibility

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *You, Your Rights, and Your Responsibilities*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. WHICH OF THE FOLLOWING IS TRUE?

- ☐ Only a few members of a community need to help keep a neighborhood attractive.
- ☐ Any individual can solve any neighborhood problem by himself.
- ☐ For every right there is a responsibility.

2. FAMILY RESPONSIBILITIES SHOULD BE:

- ☐ Shared by all members
- ☐ Shouldered by the father
- ☐ Taken over by social service organizations

3. FREEDOM OF SPEECH MEANS:

- ☐ You have a right to say anything about anybody you want to.
- ☐ You have a right to express your ideas and feelings.
- ☐ You have a right to demand special favors from your city government.

4. WHICH OF THE FOLLOWING RIGHTS IS NOT MATCHED WITH THE CORRECT RESPONSIBILITY?

- ☐ Right to education—Responsibility to attend school
- ☐ Right to trial by jury—Responsibility to avoid jury duty
- ☐ Right to religious freedom—Responsibility to respect the religion of others

5. GOOD CITIZENSHIP IS SHOWN BY:

- ☐ Paying taxes
- ☐ Disobeying laws
- ☐ Letting property run down

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

TEACHER'S EVALUATION FORM: *Social Living Skills Materials*

Practical Government

Check (✓) the appropriate comments below:

- | | | |
|----------------------------------|--------------------------------------|--|
| 1. The Teachers' Manuals: | provide adequate background material | |
| <i>Philosophy and Techniques</i> | provide specific help | |
| <i>Using the Voting Machine</i> | show little relevance to your sit- | |
| <i>The Silent Voice</i> | uation | |

Comments and Suggestions:

- | | | |
|--------------------------|-------------------------------|--|
| 2. The lesson plans are: | well-organized and meaningful | |
| | helpful in teaching classes | |
| | appropriate for your classes | |
| | lacking in varied techniques | |
| | trying to cover too much | |

Comments and Suggestions:

- | | | |
|---|----------------------------------|--|
| 3. The filmstrip, <i>The Silent Voice</i> : | stimulates class interest | |
| | is helpful in stressing concepts | |
| | presents pertinent content | |
| | lacks appropriateness | |
| | possesses little value | |

Comments and Suggestions:

- | | | |
|---|----------------------------------|--|
| 4. The flipchart, <i>Using the Voting Machine</i> : | stimulates class interest | |
| | is helpful in stressing concepts | |
| | presents pertinent content | |
| | lacks appropriateness | |
| | possesses little value | |

Comments and Suggestions:

ERIC Clearinghouse

JUL 12 1968

on Adult Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STUDENT WORKSHEETS

**FOR PRACTICAL GOVERNMENT
LESSON PLANS**

adult basic education

OFFICE OF THE STATE OF NEW YORK THE STATE EDUCATION DEPARTMENT
CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

INSTRUCTIONS FOR USING THE MATERIALS IN THIS PUBLICATION

The following pages are designed as master copies of the worksheets which are attached to the lesson plans in the lesson plan manual. They may be used in any of the following ways:

- Use them to make thermal masters in any thermal copier.
- Use them to make electronic stencils if the necessary equipment is available.
- Use those which are illustrated as visuals with an opaque projector following the directions found in the flipchart manual.
- Use them to make transparencies for overhead projection following the directions found in the flipchart manual.
- Use them to have duplicating masters or stencils made commercially.

In any case, store these pages in a file holder, manila envelope, or other safe place to which they may be returned after each use. Duplicating masters and stencils may also be saved to be used again as needed.

The worksheets themselves should be used to reinforce and review the lessons. The instructions given in the *Lesson Plan Manual* should be followed carefully, particularly those which refer to the illustrated worksheets. Students should take the worksheets home where they may provide the following:

- Additional reinforcement
- Opportunities for further dissemination of information
- Material for children to color and bring to school for bulletin boards or "show and tell" activities (providing opportunities for parents to teach their children and help them to experience success in school)

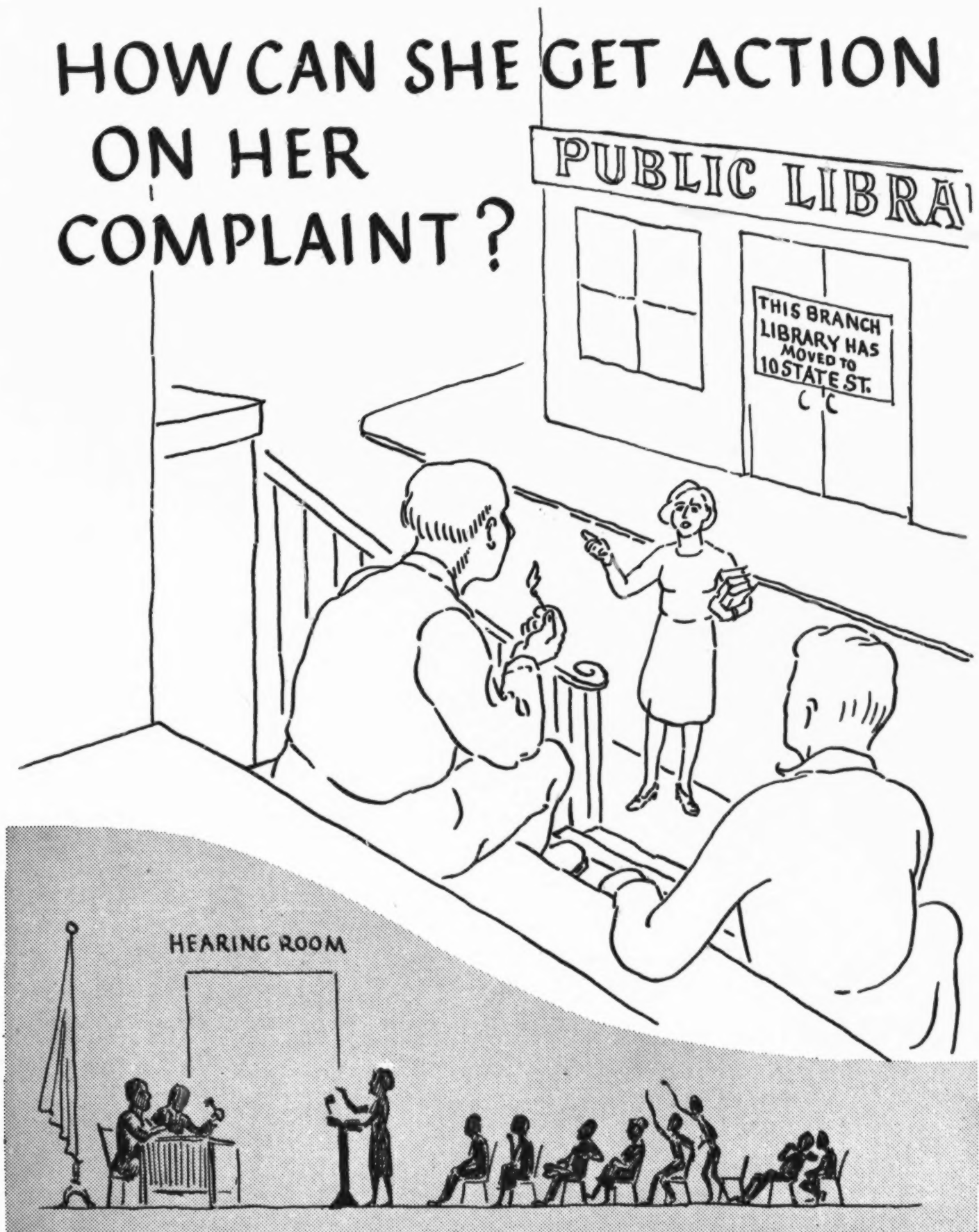
Additional uses for these materials may develop. Each teacher using the material should feel free to experiment and share his ideas with others.

Page numbers refer to pages as numbered in the *Lesson Plan Manual*.

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *You and Your Community Group*

HOW CAN SHE GET ACTION ON HER COMPLAINT?



NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *You and Your Community Group*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. GRASS ROOTS DEMOCRACY KEEPS AMERICA:

- ☐ Strong and free
- ☐ From holding on to freedoms
- ☐ Weak and dependent

2. PEOPLE ACCOMPLISH MORE FOR THEIR COMMUNITY IF THEY:

- ☐ Work alone
- ☐ Pool their efforts
- ☐ Argue among themselves all the time

3. COMMUNITY GROUPS MUST BE CONCERNED MOST ABOUT:

- ☐ Mail deliveries in the community
- ☐ Relationships between neighbors
- ☐ Unfair practices in the community

4. IF THE MAJORITY OF CITIZENS DO NOT PARTICIPATE IN COMMUNITY ACTION OF SOME TYPE, DEMOCRACY WILL:

- ☐ Spread fast within the community
- ☐ Become strong and lasting
- ☐ Falter and grow weak

5. A COMMUNITY GROUP IS STRONG WHEN:

- ☐ It involves all levels of community life
- ☐ It involves only one level of community life
- ☐ It involves only experts from outside of community life

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *You and the Special Services in Your Community*

WHAT SERVICES ARE AVAILABLE IN YOUR COMMUNITY?



HOW CAN THEY BE OBTAINED?

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *You and the Special Services in Your Community*

Instructions: Read the following and put a check in the box to indicate the correct choice.

1. THE MEDICARE PROGRAM :

- ☐ Is a local program
- ☐ Is a State program
- ☐ Is a Federal program

2. SPECIAL PROGRAMS FOR THE DISABLED AND AGED :

- ☐ Are provided by private and public organizations
- ☐ Are provided by private organizations only
- ☐ Are provided by public organizations only

3. WHEN YOU NEED TO KNOW ABOUT SPECIAL SERVICES:

- ☐ Inquire at the State Employment Service
- ☐ Inquire at City Hall
- ☐ Inquire at a day-care center

4. THE CIVIL LIBERTIES UNION IS CONCERNED ABOUT:

- ☐ A citizen's constitutional rights
- ☐ Old-age homes for the needy
- ☐ Planned parenthood

5. WHICH OF THE FOLLOWING IS TRUE?

- ☐ The Welfare Department has case workers who assist with family difficulties.
- ☐ The Cancer Society is a part of the Federal Government.
- ☐ The Legal Aid Society charges a service fee.

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *Solving Problems Through Community Action*

WHAT PROBLEMS DO YOU HAVE
IN YOUR COMMUNITY ?



WHAT CAN A COMMUNITY ACTION
GROUP DO FOR YOU ?

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Solving Problems Through Community Action*

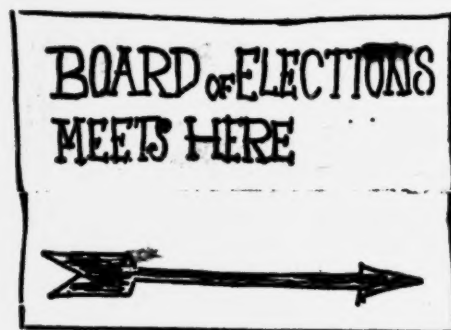
Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. LOCAL SERVICES IN A COMMUNITY CAN BE IMPROVED BY:
 - ☐ Writing to the President
 - ☐ Action of the board of education
 - ☐ Organizing the community into action groups
2. WHICH OF THE FOLLOWING IS TRUE?
 - ☐ In union there is strength.
 - ☐ People never have common problems.
 - ☐ Cooperation leads to failure.
3. WHICH OF THE FOLLOWING IS FALSE?
 - ☐ The solution to community problems lies in group action.
 - ☐ Cooperation among action groups in a community leads to confusion.
 - ☐ Residents should involve themselves in policy-making processes.
4. PUBLIC OPINION MAY BE WON OVER TO THE SIDE OF ACTION GROUPS THROUGH:
 - ☐ Attack on minority groups
 - ☐ Newspaper coverage
 - ☐ Congressional action
5. WHICH IS MOST IMPORTANT TO THE SUCCESS OF COMMUNITY ACTION GROUPS?
 - ☐ Enthusiastic participation of citizens
 - ☐ Support from the Federal Government
 - ☐ Foreign visitors to give advice

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Student Worksheet A: *The Voting Process*

ARE YOU A VOTER ?



IS THE VOTING MACHINE FOR YOU ?



NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *The Voting Process*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. THE VOTING MACHINE IS:

- ☐ Secret
- ☐ Slow
- ☐ Hard to use

2. WHICH OF THE FOLLOWING IS TRUE?

- ☐ A citizen who does not vote throws away a valuable right.
- ☐ A citizen who does not vote loses his citizenship.
- ☐ A citizen who does not vote may be fined.

3. VOTING POLLS ARE USUALLY SET UP IN:

- ☐ Private homes
- ☐ Schools and churches
- ☐ Banks

4. VOTING MACHINES:

- ☐ Work automatically
- ☐ Do not count the votes
- ☐ Are owned by political parties

5. WHICH OF THE FOLLOWING IS FALSE?

- ☐ A voting machine is used by less than half the people who vote.
- ☐ The word "poll" means head.
- ☐ Electioneering cannot be done less than 100 feet from a polling place.

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Student Worksheet A: *Voter Registration*

DID YOU REGISTER?

WHERE?

HOW?

WHY?



NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *Voter Registration*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. IF YOU REGISTER YOU GET:
 - ☐ A chance to run for political office yourself
 - ☐ A chance to gain greater freedoms
 - ☐ To voice your beliefs
2. NEW YORK STATE RESIDENTS MAY REGISTER:
 - ☐ At 18 years of age
 - ☐ At 21 years of age
 - ☐ At 25 years of age
3. REGISTERING TO VOTE GUARANTEES THAT:
 - ☐ Your candidate will win
 - ☐ You can vote
 - ☐ You cannot enroll
4. WHICH OF THE FOLLOWING IS FALSE?
 - ☐ Permanent registration is now mandatory in all counties of New York State
 - ☐ A primary is held before an election.
 - ☐ A person does not have to enroll to vote in a primary.
5. WHICH OF THE FOLLOWING IS TRUE?
 - ☐ Slaves were freed in 1865.
 - ☐ The Civil War was fought before the American Revolution.
 - ☐ American Negroes were citizens before the Civil War.

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *Nonpartisan Citizen Information Groups*

WHAT ARE THE FACTS?



WHERE CAN WE FIND THEM?

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *Nonpartisan Citizen Information Groups*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. WHICH OF THE FOLLOWING IS A FACT?

- ☐ State employees work harder than Federal employees.
- ☐ The governor is the chief executive of a state.
- ☐ The best television programs are on Monday nights.

2. A NONPARTISAN GROUP IS CONNECTED WITH:

- ☐ The Republican Party
- ☐ The Democratic Party
- ☐ No political party

3. THE LEAGUE OF WOMEN VOTERS:

- ☐ Raises political campaign funds
- ☐ Helps inform citizens on voting issues
- ☐ Recommends certain candidates to the voters

4. NONPARTISAN GROUPS ARE SUPPORTED BY:

- ☐ Public donation
- ☐ State government funds
- ☐ Church contributions

5. WHICH OF THE FOLLOWING IS TRUE?

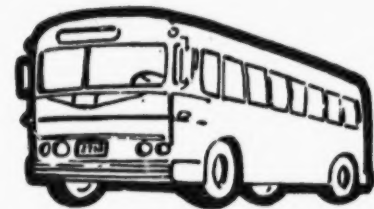
- ☐ The newspaper editorial expresses opinions.
- ☐ Nonpartisan groups elect candidates to run in an election.
- ☐ The League of Women Voters make a small charge for its pamphlets.

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Student Worksheet A: *You and Your Local Government*



HOW IS YOUR LOCAL GOVERNMENT ABLE TO HELP YOU ???



MAKING DEMOCRACY WORK.....



NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *You and Your Local Government*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. THE ELECTED LEADER OF A VILLAGE IS A:
☐ Senator
☐ Mayor
☐ Councilman
2. WHO MAKES LAWS FOR A CITY?
☐ Trustees
☐ Police Justice
☐ Councilmen
3. MUNICIPALITIES GET CHARTERS FROM:
☐ The County Court
☐ The State Legislature
☐ The Board of Supervisors
4. WHICH IS THE CORRECT ORDER (FROM LARGER UNIT TO SMALLER UNIT)?
☐ State, County, Town, Village
☐ State, Village, County, Town
☐ State, Town, Village, County
5. YOU CONTROL YOUR LOCAL GOVERNMENT BY:
☐ Your vote and your voice
☐ Your taxes
☐ Your wealth

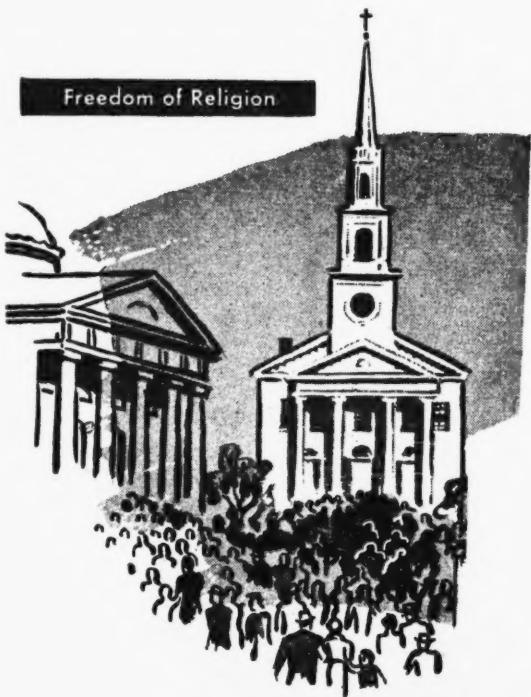
NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *You and Your Federal Government*

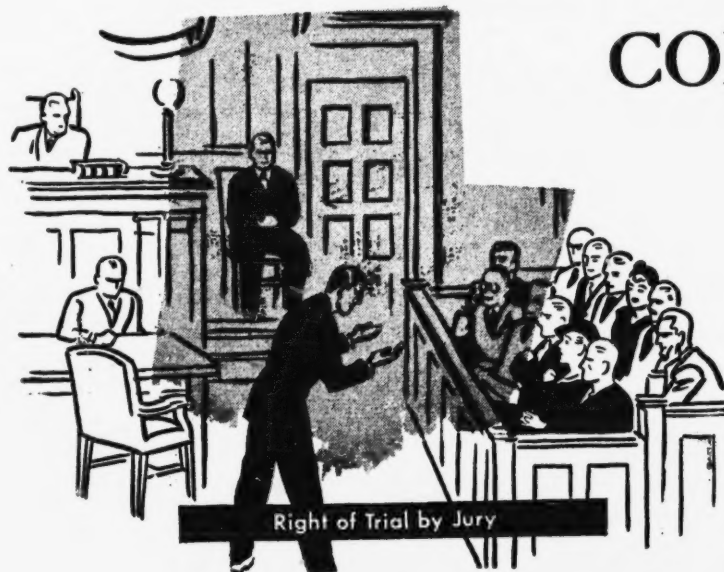
WHAT IS OUR FEDERAL GOVERNMENT ???



Freedom of Religion



WHAT IS OUR CONSTITUTION ???



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Student Worksheet B: *You and Your Federal Government*

Instructions: Read each of the following and put a check in the box to indicate the correct choice.

1. THE BILL OF RIGHTS IS:

- ☐ The last five amendments of the Constitution
- ☐ Amendments 11 through 20 of the Constitution
- ☐ The first 10 amendments of the Constitution

2. THE SUPREME COURT MAKES UP WHICH BRANCH OF THE FEDERAL GOVERNMENT?

- ☐ Executive branch
- ☐ Legislative branch
- ☐ Judicial branch

3. THE CHIEF EXECUTIVE OF OUR COUNTRY IS:

- ☐ The Governor
- ☐ The Mayor
- ☐ The President

4. THE CONSTITUTION IS CHANGED BY:

- ☐ Wars
- ☐ Amendments
- ☐ Writing a new constitution

5. WHICH OF THE FOLLOWING IS TRUE?

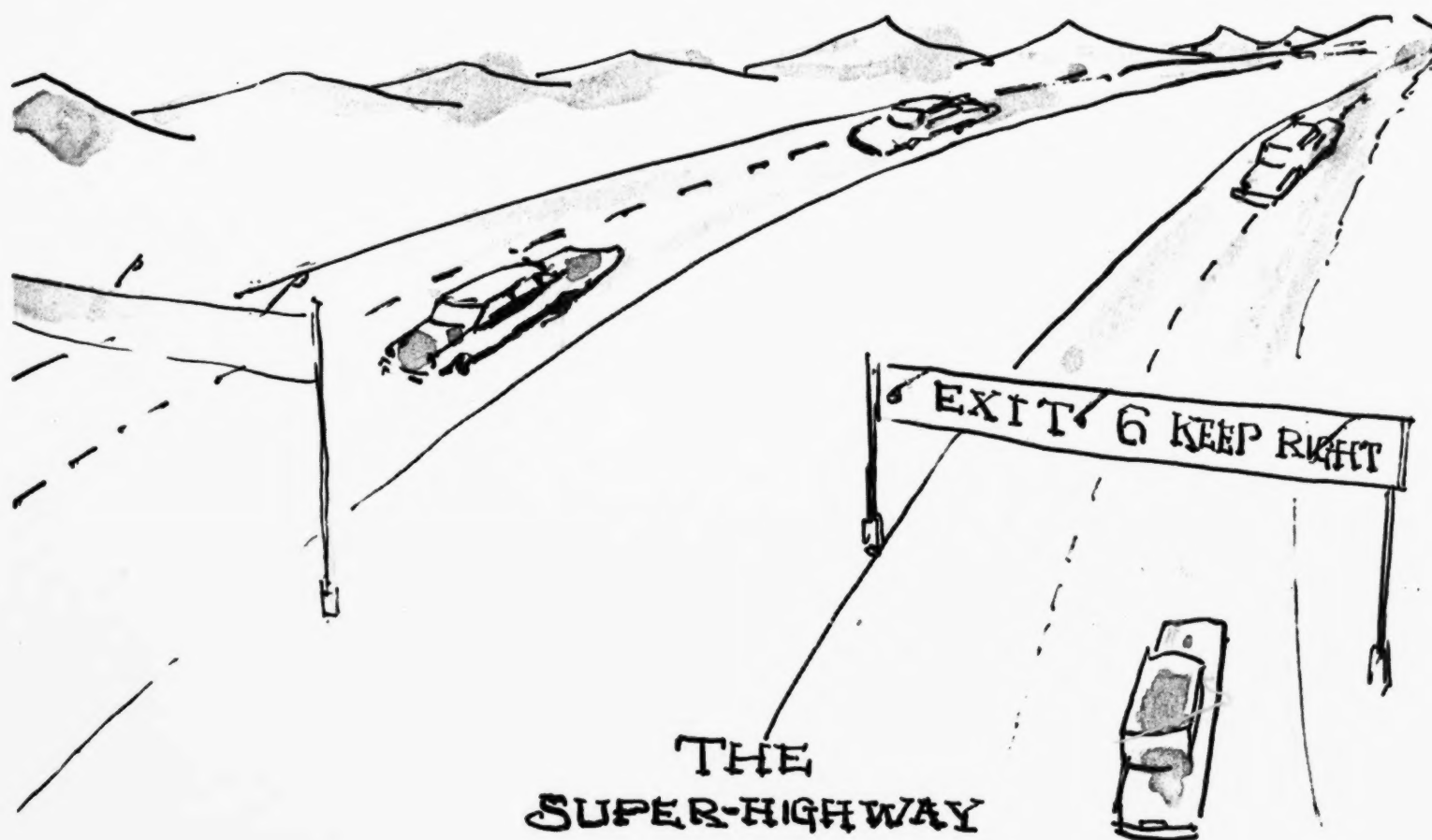
- ☐ The Constitution is a set of rules for our country.
- ☐ Only certain citizens have constitutional rights.
- ☐ Equal living standards are guaranteed by the Constitution.

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Student Worksheet A: *Where Federal and State Authority Meet*



WHICH IS A FEDERAL FUNCTION ???
WHICH IS A STATE FUNCTION ??
WHICH IS A FUNCTION OF BOTH ??



NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *Where Federal and State Authority Meet*

Instructions: Read each of the following and place a check in the box to indicate the correct choice.

1. THE UNITED STATES CONGRESS CAN:

- ☐ Appoint state governors
- ☐ Make changes in the Constitution
- ☐ Pass certain laws

2. THE FEDERAL GOVERNMENT IS:

- ☐ A union of states
- ☐ A union of counties
- ☐ A union of cities

3. WHICH OF THE FOLLOWING IS TRUE?

- ☐ Marriage licenses are issued by the Federal Government.
- ☐ Public schools in New York State are controlled by the State.
- ☐ Both Federal and state government can coin money.

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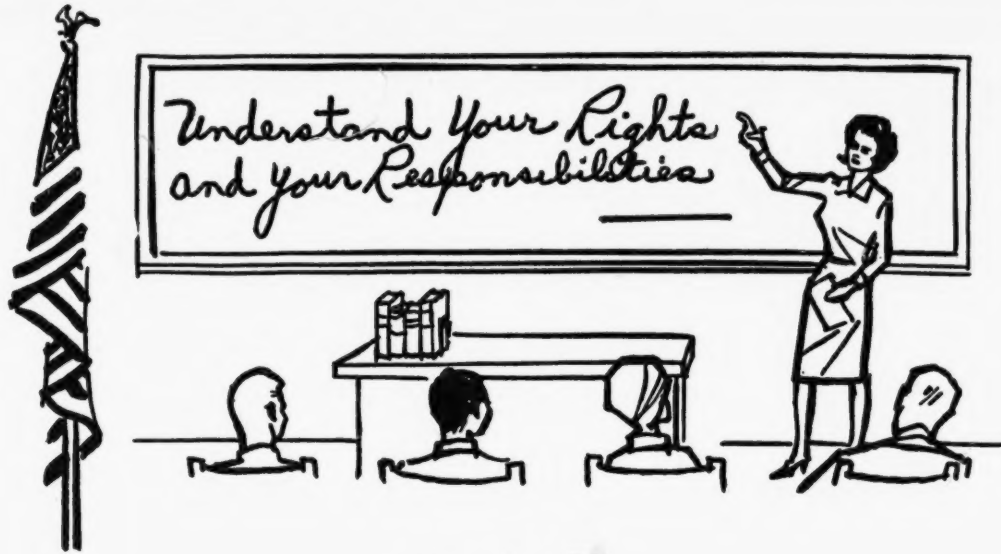
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- ☐ All paid by the Federal Government
- ☐ Shared by state and Federal Government

5. WHICH OF THE FOLLOWING IS CLOSEST TO THE WAY YOU THINK?

- ☐ States should work out their own problems without Federal help.
- ☐ The Federal Government should give total assistance to the states with all their problems.
- ☐ Both state and Federal governments should share equal responsibility where there are problems to be solved.
- ☐ State and Federal governments should each do as much as they can to solve a particular problem.

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet A: *You, Your Rights, and Your Responsibilities*



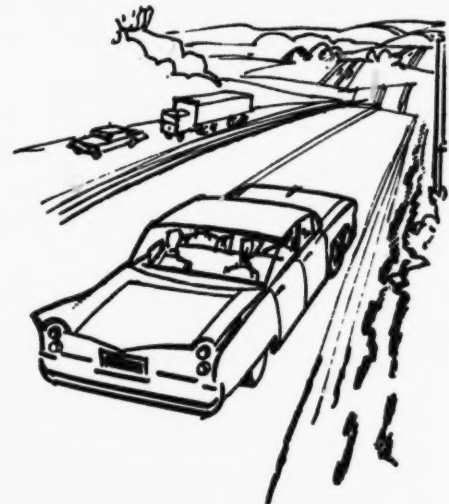
Right to Petition the Government

● Responsibility



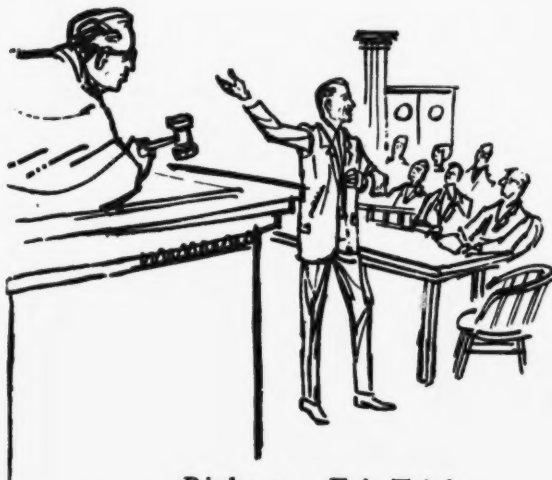
Freedom of Speech

● Responsibility



Right to Life and Liberty

● Responsibility



Right to a Fair Trial

● Responsibility



Freedom of the Press

● Responsibility



Freedom to Meet Peaceably

● Responsibility

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *You, Your Rights, and Your Responsibilities*

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- ☐ Letting property run down

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